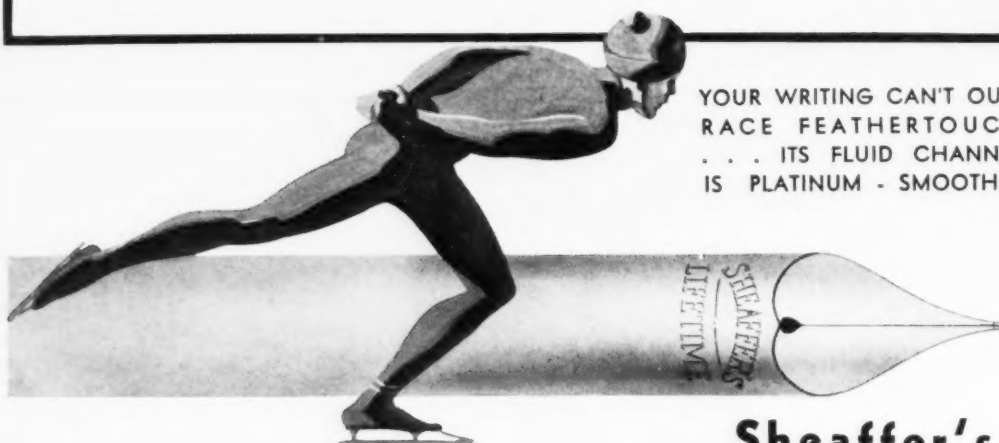
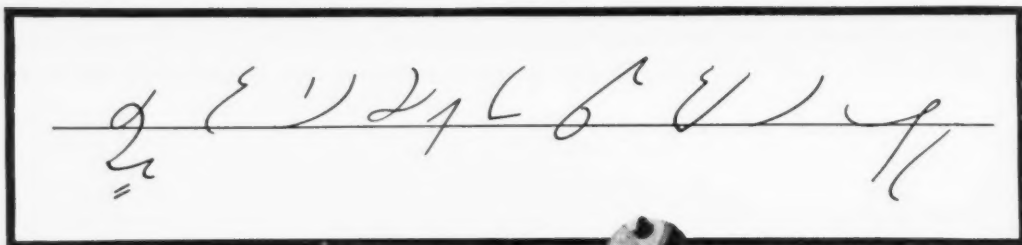


THE BUSINESS EDUCATION WORLD

A high-angle, black and white aerial photograph of the George Washington Bridge. The bridge's two massive concrete towers are visible at the top, with numerous stay cables fanning out to support the deck. The bridge deck is filled with traffic, appearing as a series of small dark shapes. The bridge spans a wide body of water, and the surrounding landscape is visible in the background.

GEORGE WASHINGTON BRIDGE - A MODERN BUSINESS WONDER
VOL. XV • DECEMBER 1934 • NO. 4



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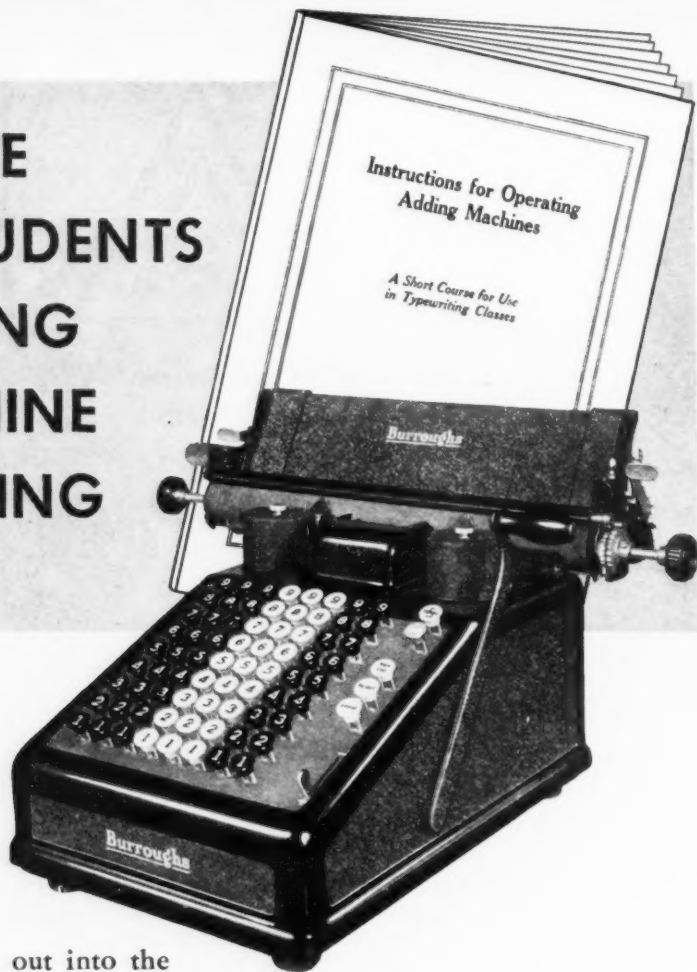
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270 Madison Avenue, New York, New York

Vol. XIV

December, 1934

No. 4

Cover Photo by Ewing Galloway

Learning Plateaus	Mary E. Murphy	261
Are We Training All Our Students for Business?	Herbert A. Tonne	264
The Story of Shorthand, Chapter VII, (Continued)	John Robert Gregg	267
What of Beginning Bookkeeping?	Ira W. Kibby	271
Real Values of Life	E. Lillian Hutchinson	275
Teaching Life Insurance	Edward M. Chase	277
Within the Law	James W. Moody	281
The B. E. W. Transcription Club	Editor, Helen Reynolds	282
Socialization of Business Law (Concluded)	H. A. Andruss	291
A Course in Consumer Economics (Continued)	Ray G. Price	293
Artistic Typewriting	Margaret McGinn	297
Training the Indian for Business	W. T. Johnson	299
Some Famous Bridges		302-303
Creeds of the Expert Secretary	Margaret Scott Miller	304
Commercial Student Clubs	Editor, Dora H. Pitts	305
Sixth Annual Gregg Writer Medal Test for Teachers	Florence E. Ulrich	308
Books You Should Read	Jessie Graham	312
The Best Man Does Win!	Louis A. Leslie	315
The Idea Exchange	Editor, Harriet P. Banker	318
Supplies and Equipment News	Editor, Archibald Alan Bowle	323
What Is Business Reporting?	Alice Ottun	324
National Commercial Teachers Federation Program		326
Sources of Supplementary Materials (Continued)	S. Joseph DeBrum	330
Business Mathematics, Test No. 4	R. Robert Rosenberg	332
Shorthand Theory Examinations		334
Automatic Review Lessons in Gregg Shorthand, Chapter X		338
Key to the December Gregg Writer Shorthand Plates		339

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SCHOOL
WOULD
YOU GO
FOR HELP
?**

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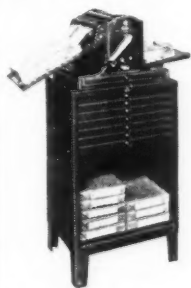
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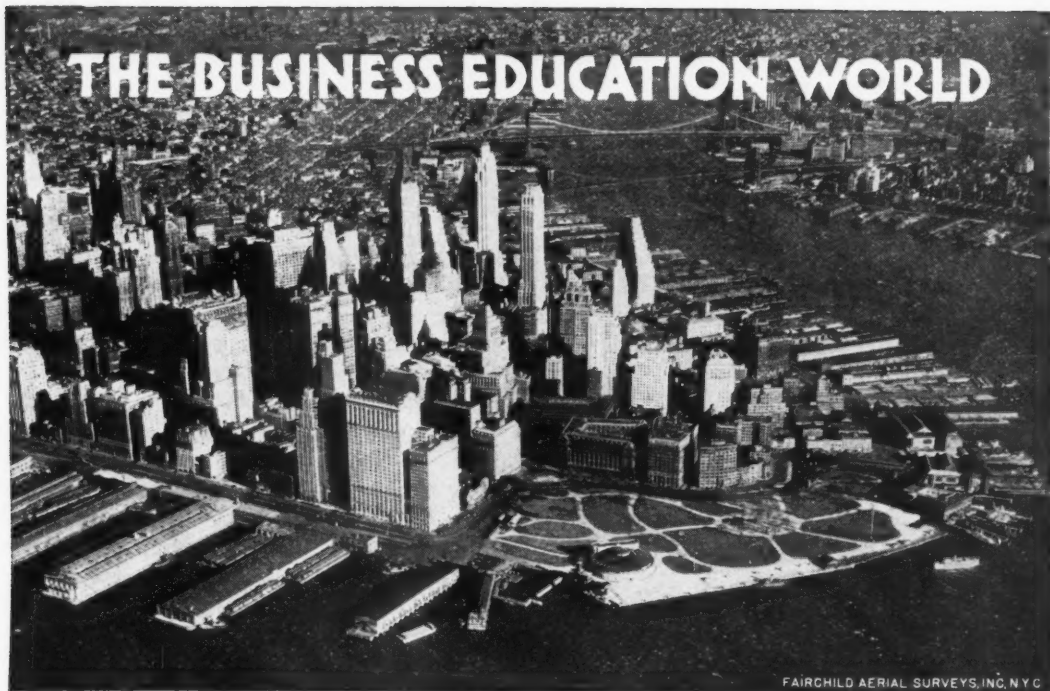
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Vol. XV

December, 1934

No. 4

LEARNING PLATEAUS

Their Importance in Commercial Education

MARY E. MURPHY, M.A., C.P.A.

Iowa City, Iowa

THE business educator is continually confronted with the problem of interpreting his pupils' plateaus. After making an excellent start at the beginning of the school year, he is confronted with a period of little or no student progress. The aim of this paper is to present the psychological facts concerning learning plateaus and their application and implication in commercial education. Much that has been written upon this subject has been couched largely in technical terms with no attempt at specific reference to the field of business education.

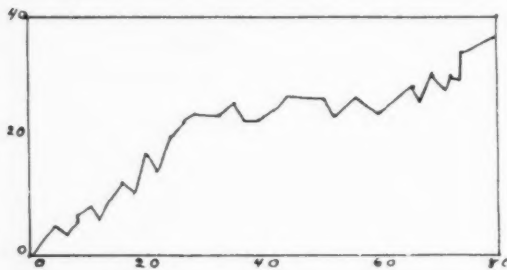
One common characteristic discovered in the learning curves of all pupils is a period of relatively slow progress while the student is becoming oriented to the new material being presented. This is particularly noticeable if

the learner has not been prepared by previous training to absorb the facts. In the succeeding period, initial enthusiasm runs high and results in a spurt in learning which encourages both teacher and student. But, alas, usually a siege of doldrums is about to set in with lack of apparent pupil progress. Here the parties concerned may justly become discouraged. The pupil may never again return to his high peak; he may fail, or he may drop the course due to his inability to grasp the content.

Each student will have a learning curve as wholly his own as is his personality. A graph of a beginner in shorthand, which was analyzed for purposes of research, recorded little progress during the first five days, with rapid growth for the ensuing fifteen-day pe-

riod. During the latter period, the upward trend of learning was greatly accelerated by student enthusiasm and the use of the best teaching methods. At this point, the graph indicates a plateau with no further progress until the fortieth day when another noticeable gain was made. Progress from then on occurred in fluctuation throughout the remainder of the semester. Naturally the implication for the teacher is that pupil progress should not be expected to occur at an even rate throughout the school year.

The end product of the learning accomplishment of students is shown by the learning curve. Although, as has already been stated, this curve varies in its length and intensity of movements for each student, the final peak represents the psychological limit beyond which no further individual progress can be made. No matter how hard the student may push his physical and mental faculties, he cannot overcome this psychological, self-imposed limitation to his achievements.



Beginning Typewriting Learning Curve

(Figures at left side indicate words per minute; at bottom of chart, hours of practice)

Although the pupils will have divergencies in their individual curves, in every instance each will have his psychological limit. In the various undulations of the learning curve, with its upward and downward trends and plateaus, the teacher may believe the student has reached this limit. Days, even weeks, may pass on this broad plateau which occurs between the stage of initial enthusiasm and the more sustained growth which will follow. The student, unfortunately, cannot see ahead to this future period of progress, and he is tempted to give up the study of shorthand, typewriting, bookkeeping, or any other study on his schedule. He is fully convinced that he can attain no further abilities or skills in the subject undertaken. In such a situation the commercial teacher must encourage the shortsighted and immature student, advising him that the plateau is but an arrested stage in learning development and that, if he per-

severe, he will again make a forward stride toward his goal. He will then arrive at an attainment unthought of in its extent. With renewed interest and with improved methods of work, he is able to surmount the difficulties and go forward with added ability to attempt future problems.

The cue to the teacher is, first, to recognize the difficulties with which the student is struggling, then to select the best method of attack, and further aid him by suggestions which will lead to complete rehabilitation. Difficulties in coordination of essential subject matter will be evident upon close scrutiny by the teacher and many times may be alleviated and a complete program initiated for better work in the weeks to follow.

If the subject matter is presented as a whole rather than as separate and disconnected parts, the teacher will find that many plateaus will be avoided. Causal factors of plateaus may frequently be found to consist of disconnected and poorly organized presentation of material. All new facts presented to the class should be linked with knowledge or skill previously acquired. The best methods of attacking and tying up loose threads of new subject matter should be offered to pupils in order that valuable time will not be wasted. Allowing pupils to build up correct procedures of solving classroom problems by the hit-and-miss method invariably results in disastrous consequences.

Of course, all causes of plateaus cannot be laid at the door of the inefficient or inexperienced teacher, for many are due to the student's lack of cooperation. His inattention or assumed boredom will lead to many plateaus or will lengthen unnecessarily the duration of those which already exist. Various stimuli to learning, which educators commonly call teaching and motivating devices, will be of definite aid in shortening the life of the plateau.

The rapid rise, shortly after the beginning of the learning curve, may lead the teacher to overconfidence in his methods. His teaching may become less explanatory and his overconfidence may end in insufficient review work. One of the greatest pitfalls of the teacher is a tendency to hurry over the initial stages of the work when enthusiasm is running high. Teaching during this period may proceed with too great rapidity, with the result that the class does not actually learn for future retention. The plateau which occurs after a period of too rapid progress will show the fruit of

this underteaching on the part of the teacher and underabsorption on the part of the student. Teachers of commercial subjects should realize that instruction must proceed on a foundation laid firmly on correct habits and an understanding of the skills which are the objectives of the course. Particularly is this true in shorthand and typewriting wherein students begin with great interest, proceed with marked rapidity, but with actual incomplete memory span and inability to apply principles to new situations. The necessary background of elementary processes must be inculcated in each student. Therefore, automatic habits should be the goal of every commercial teacher even though it may require more time at the beginning of the course than he had intended to devote to this stage of the work. Complex theory and practice can then be presented with greater ease for all parties concerned. Overlearning is an important adjunct to teaching which aims to avoid future plateaus.

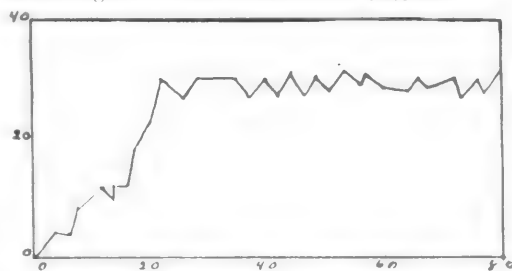
Plateaus, once encountered, are perplexing problems. Not only must the teacher be able to analyze them as to their cause, but he must be able to end them as soon as possible, because discouragement for the pupil hinges on their duration. If the cause appears to lie in the failure to require at the beginning of the course sufficient drill work on fundamentals, review must be emphasized with a representation of old material from a new angle.

Sometimes the cause of the plateau cannot be fastened on the principle of underlearning but instead it is concerned with loss of interest on the part of the student. It is a commonly known fact that the pupil's physique, moods, and mental propensities vary from day to day, moving upward and downward on the scale of school efficiency. Much depends on the health of the student, his natural interest in the work under consideration, the teacher's personality and the physical equipment present. If interest lags, or is lost, the commercial teacher may resort to dropping the phase of the subject under discussion for the time being, retracing the steps of the class over familiar material, until renewed interest creates the incentives to further progress. The pupil is usually unaware of his loss of interest and its underlying cause, but he does realize that his efforts to absorb new material are strangely fruitless.

The duty of diagnosing the cause of the plateau and administering immediate remedial work lie wholly within the province of the

teacher. At the first signs of the plateau's appearance, he should start reconstruction work in order to reinforce the foundation and to mitigate the effects of the stagnation present for the duration of the plateau. Teachers should not expect learning to take place regularly; but they must be prepared to maintain control over student comprehension.

It is earnestly recommended that commercial teachers make a study of learning curves and acquire technique in the daily graphing of each student's progress. This practice will not add appreciably to the work required during the teacher's day and will be well worth the effort in that it will make him cognizant at all times of the difficulties encountered and work accomplished by the class. The rate of progress should be recorded and each individual student's learning curve extended to cover his daily accomplishments. Interpretation of these curves will be found of distinct advantage to the commercial teacher.



Beginning Shorthand Learning Curve

(Figures at left side indicate words per minute; at bottom of chart, hours of practice)

Certain generalizations and summarizations are now made in the hope that they may prove valuable to teachers in understanding pupil trends. The appearance of a plateau soon after the introduction of new material should indicate that the student does not have the requisite background of mental material or physical skills. If there is a rise in the curve after a short plateau, it indicates that the pupil has called upon his store of previously acquired facts to assist him in solving class work or that he has learned from his teacher the method of attack. Pupil frustration is so common that it should not be difficult to detect by understanding teachers, but if it continues and enlarges with the introduction of new material it may result in the pupil's failing in a commercial subject which may be essential later to his business success.

Learning fluctuations in all students are to

(Continued on page 280)

ARE WE TRAINING ALL OUR

Commercial Education

IN our title we are not referring to the job-preparation purpose of commercial education. That obviously is a goal which is, or should be, limited to a comparatively small portion of the students in secondary schools. We are here interested in those contributions which business education can make to all students.

There are at least three major contributions which commercial education can make to the more successful economic life of our students. First is training in the better consumption of services and goods which business makes available to us. The inadequacies in consumption of the usual American family have been so widely recognized that we need use no more space developing this point. Similarly, we realize that a better understanding of business relationships is highly desirable in order to get along in this economic world of ours. Finally, in order to help us get out of the dilemma that has been upsetting business for the last four years, it is necessary for us to recognize clearly the weaknesses in our economic system and to have some realization of how they may be overcome.

What are our schools, particularly our high schools, doing to train our students to meet these situations? We shall consider each of these three possible contributions in the order mentioned above.

In courses given outside the business department, students should receive considerable aid in becoming better consumers. Classes in home economics, general science, applied biology, applied chemistry, community civics, and several other subjects, make partial attempts to face the problem. Within the business department, students should receive some help in classes in business arithmetic, and especially in the social-business subjects offered in the senior high school. In all these courses, however, the goal of consumer education is an incidental rather than a primary objective. Therefore, in most schools none of these

courses gives detailed attention to the problem. Moreover, as the problem is treated without relation to what is being considered in other classes, there is much duplication of obvious material without sufficient detail to make the problem real to the student.

Introduction to Business

Probably the best course-of-study by means of which we may acquaint the pupil with his problems as a consumer is junior or elementary business training or, as it is now more generally called, introduction to business. This course is now most frequently given as a full year course in the ninth grade. Several of the more recent texts prepared for this subject show serious consideration of the need for better training in the use of the services of business. In an increasing, though as yet small, number of communities this subject is being organized as a required course for all pupils rather than as a base course for business students only. This is, undeniably, a step in the right direction, for the pupil who will receive no other contact with organized training for business is even more in need of better training in the consumption of goods than is his fellow who will probably have several other contacts in senior high school through which he will learn how business functions.

In addition to the course in introduction to business there are the other social-business subjects which should help considerably in developing a better consumption of the services of business. These will be considered in dealing with our next topic.

Any subject dealing with the functioning of business will help, if wisely taught, to develop a better understanding of business relationships. No subject, whatever its title may be, will automatically develop a realization of these relationships unless they are specifically

R STUDENTS FOR BUSINESS?

Can Make at Least Three Major Contributions

HERBERT A. TONNE, Ph.D.

Assistant Professor of Education,
New York University, New York

and intelligently sought. As such, all the vocational business subjects should be excellent means by which to train students in the recognition of these relationships. Inasmuch as they are taken by only a limited number of students and deal, by their very nature, with only a limited part of the entire scope of business, they are not entirely satisfactory for developing that best understanding of these business relationships we are so anxious to foster in our students.

To what extent can we place our primary reliance upon the social-business subjects? Among such subjects now most frequently taught are: business law, economic geography, economics, introduction to business, advertising, selling, business organization, and, possibly, business English. At the present time these subjects do not adequately serve as a basis for training in business relationships because: (1) they are taken by only a small proportion of the students enrolled in high school; for, with the exception of economics, they are rarely required subjects except for business students; (2) fewer boys by far than girls take these subjects, and it is to boys especially that training in business relationships should have a particular appeal; (3) these subjects tend to function as independent units, entirely apart from each other and from other subjects in the curriculum; and (4) therefore the work of each subject is taken up from the very beginning, thereby leading to far more duplication than is necessary or desirable.

It should be quite evident, therefore, that if the secondary schools are to give students some realization of the problems that confront us, and if they are to have some recognition of how the solution of these problems may be approached without succumbing to the first panacea that is suggested to them, our present offerings in economic education must be seriously reorganized and greatly improved. It may be possible to meet the situation ade-

quately by a better organization of our present offerings of social-business subjects. If these subjects were made available to a far greater number of students, and if they were taught better, they might become recognized as a basis for improving our economic education. Probably, however, the better procedure will be to organize an entirely new program of studies in economic education. In this way it will be possible to overcome more efficiently the many vested interests and traditional methods that have been established. It will also make it easier to secure the sympathy and cooperation of the general administrator and supervisor. Whether, under such conditions, the work should be offered in the commercial department or whether it should be organized as a separate unit, is a problem still to be decided.

Elementary business training, community civics, problems of American democracy, and some of the social-business subjects, should help give students a better understanding of the character and problems of our business life. Inasmuch as these subjects are taken only by a limited number of students and are not set up with this objective primarily in mind, they fail, for the most part, in actually attaining this goal.

Little Opportunity Offered

In all likelihood, our best possibility in the present program of studies in secondary schools is the course in economics offered in the twelfth year, just before the student graduates from senior high school. Even this course is taken only by a minority of the students who graduate from our secondary schools, and, as we know, even now the majority of students fail to attain high school graduation. Therefore, the great majority of students do not have an opportunity to learn more about our economic system through a formal study of economics.

As studies by Shields and others have shown, economics as taught in our high schools is a mere abbreviation of collegiate courses in economic theory. As such they fail utterly to give the student an insight into how our economic system really functions. This does not imply that economic theory is not necessarily worth while nor that it should be completely ignored, but rather that theory as such, without application of its significance, is futile for the majority of the students, and in some cases even harmful.

Several Possibilities

There are several possibilities for the betterment of instruction in business education for nonvocational purposes. First is a hope expressed by many thoughtful educators that this type of training will be diffused into all subjects. In certain measure that has already been accomplished. European and American history have tended to stress the economic aspects of the subject more than formerly. In arithmetic, more and more of the problem material is being given in terms of business situations. Nevertheless many, in fact more, of the subjects in the curriculum have hardly begun to utilize the possibilities of their applications to business situations. This form of permeation is thoroughly to be desired and encouraged, but being concomitant rather than direct, there is still need for further training through specific school work.

A second plan is that this type of training be taken over by the social studies. This plan has many advantages and will probably in measure materialize. Its greatest weakness is that the training in business functioning will be treated as more or less of an adjunct to historical studies.

A third possibility is that we continue to treat this work as a satellite to the vocational business courses for those students who are taking business curricula, and to follow the first plan suggested for all other students. This plan, suggested by some leading educators in the field of business, looks upon the social-business subjects as primarily vocational. This position does not seem to be justified for while subjects like economic geography and business law are valuable to those entering upon business occupations they give indications of being equally valuable to others. Therefore, if they are worth while for business students they should be required for all; or, conversely, if they are not vitally significant

for non-business students they also cannot be considered vitally significant for business students. A program such as this seems to suggest a haphazard schedule for nonvocational business training, since some of it is to be taught by teachers who know little about the work, and more of it is to be taught only to business students by teachers who are primarily interested in the training of clerks, salespersons, bookkeepers, or stenographers.

A fourth plan, and the one which seems to us most desirable, is that the social-business subjects be reorganized into a definite sequence in general business education for all students whether or not they are preparing to enter business occupations.

Readily Built Up

A program of this type could readily be built up out of our existing course material. It might be based upon a fusion course in the social sciences such as that proposed in the series by Harold Rugg. In the last year of junior high school or in the first year of senior high school specialized attention might be given to the major sciences dealt with on a unified basis in the earlier grades. We might, for example, develop a history sequence, a governmental or civic sequence, and an economic or business sequence. It is with the last that we are primarily concerned. This sequence might begin in the ninth or tenth year with a six months' course in introduction to business, using recording as a core around which to present the material. This would have the advantage of giving students a definite vehicle around which to organize their training in business, and would acquaint them with that minimum of bookkeeping which it is desirable everyone should have. In the second half of this year we might offer a course in general salesmanship or, better yet, buymanship or marketing. Then in the third semester of this sequence we could place a course in insurance and investment, dealing with the problems of risk-bearing in modern business. Fourth might come a course in banking, fifth, a course in business management, and sixth, a one-semester course in economics as a basis for unifying the details learned in previous semesters. This would give the work a definite sequence and at the same time insure a certain amount of unity in the work of each semester.

The sequence offered here is not complete or final. It may stimulate more adequate analysis by others.

THE STORY OF SHORTHAND

JOHN ROBERT GREGG, S.C.D.

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Chapter VII

THE FIRST ALPHABETIC SYSTEMS (Continued)

8

Among the first users of the system of Edmond Willis was Edward Nicholas, secretary to Charles I and Charles II. In State Papers, Domestic Series, James I and Charles I, are many of his parliamentary letters and other documents written in shorthand.

Its use extended even to the American colonies. Among those who wrote it in America were Roger Williams, 1631, founder of Rhode Island; Ralph Fogg, first clerk of the Quarter Court at Salem, Massachusetts, in 1636; Reverend Thomas Archisden, whose manuscript is reproduced in the collections of the Massachusetts Historical Society, 4th Series, Volume VI, page 481.

It is believed that Edmond Willis was engaged in business as a Merchant Tailor, and he states in the Preface to his second edition: "I thanke God, my other calling, whereto I give attendance, doth (by God's blessing) furnish me with an Estate sufficiently sutable to the moderation of my desires."

Data concerning the author's life are meager. He married Dorothy Talbot of the Parish of S. Mary Magdalene at her parish church on the sixth of March, 1603. A son, Nathaniel, born on the third of July, 1605, was entered at the Merchant Taylors' School in 1614.

Beginning with John Willis, a practice developed of publishing in verse the commendation of friends and admirers. This was continued throughout the seventeenth century. The one selected for Edmond Willis was written by Nicholas Breton, described by Alexander Tremain Wright, as "one of the sweetest songsters in the Elizabethan nest of singing birds."

IN COMMENDATION OF MASTER WILLIS HIS BOOKE

The Hand that helps the Head
In Comfort of the Heart,
That may be Writ and Read
By a Compendious Art,
 In fair effects doth prove,
 A gift from God above:
And he that tooke the paine,
And study in the same,
Deserveth well to gaine
A wel-deserving fame:
 Give *Willis* then his right
 Who brought this worke to light.

—N. B.

9

Description of Edmond Willis' System

THE ALPHABET

A	B	C	D	E	F	G	H	I	J	K	L	M
a/	l	(	)	ε	7	4	h	i	j	~	~	\
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
n	o	p	q	r	s	t	u	v	w	x	y	z
Double Consonants				CH	SH	TH	WH					
				ch	sh	th	wh					

This was the first shorthand alphabet of which a large portion was destined to endure. Nearly one-half of the consonantal signs are employed in many systems at the present time. There are five letters with duplicates—*a, n, o, p, t*.

THE VOWELS

ā again	ā abound	ā agree	ā accept	ā as
ā am	ē end	ē in	ē of	ē up
ā man	ē bed	ē him	ē God	ē bull
ā day	ē me	ē by	ē foe	ē do

Edmond Willis discarded the method of writing on the left side of characters to represent vowels. He placed the vowel *a* at the top, *e* at the upper right, *i* at the middle right, *o* at the lower right, and *u* below the character.

DOUBLE VOWELS AND DIPHTHONGS

faith	feed	fail	food	faun	fear	fowl
-------	------	------	------	------	------	------

Here the author reverts to the original scheme of John Willis by writing the signs for the double vowels *ai, ee, oi, oo, au* on the left side of a great character, while *ea* and *ou* are written on the right side. This plan was never followed by subsequent authors.

	Swaine & Simms.	Lyle.	Alphabet of Reason	Meilan	Annet.	Hodgson.	Holdsworth & Aldridge.	Byrom	Palmer.	Graves & Ashton.	Williamson	Shorthand Dictionary.
	1761.	1762.	1763.	1764.	(1765?)	1766.	(1766)	1767.	1774	1775.	1775.	1777.
A	/	ā r ā a	ā	.	\	/	/	.	.	.	.	/
B	<	\	r	∩	/	1	f	∩	/f	∩	e	1
C	(((/	((
D	\	o	r	\	|	\	/	(	e o))	\
E	✓	e	✓	.	-	/	/	.	.	.	.	✓
F	|	∩	∩	|	∩	|	|	\	\	o	o	|
G	|	o	|	|	)	|	\	e	o e	o	q	|
H	L	(	\		J		r	q d	q	\	o	L
I	/	i	/	.	-	J	.	.	.	.	.	.
J	J	)	|	r	)	J	\	q d		o	q	✓
K	(	\	(	(	(	(	\	e	e r	(∩	/
L	∩	∩	o	∩	∩	∩	∩	o e	o p	|	∩	∩
M	o	-	J	o	(	o	o	(((\)
N	-	l n g e	/	-	∩	-	∩	∩	∩	-	-	-
O	∩	o o o	\	.	o	L	o	.	.	.	.	L
P	(	e	(	∩	|	(	|	o	\ (	∩	q	∩
Q	q		(	q	(	(	q	q	o	(	∩	q
R	r	∩	(	r	o	r /	(	/	/	/	r	r
S	o	-	|	o	/	o	-	-	-	∩	/	/
T	|	/	-	|	|	|	/	|	|	/	|	|
U	L	ū e	\	.	.	L	o	.	.	.	.	L
V	L	/	∩	r	∩	q	J	\	o	∩	q	∩
W	∩	∩	∩	∩	∩	q	o	p b	o	∩	e	∩
X	x		∩	x	∩	s	x	o p	L	-	o	x
Y	/	o	\	L	-	J	/	q	q	o	q	y
Z	/	-	-	/	(	/	L	-		(/	/
Ch		o			/			o	e e		(
Sh		∩			/			e b	q		✓	
Th		|			/			/	q		r	

REPRESENTATIVE EIGHTEENTH-CENTURY SHORTHAND ALPHABETS
(From "The Teaching, Practice and Literature of Shorthand," by J. E. Rockwell.)

OUTLINE CONSTRUCTION

bring	dwelt	print	smart	truth
blame	fling	quake	snatch	think
break	glad	shall	spell	which
clime	grind	slip	stand	wrong

The above plate illustrates the Edmund Willis method of outline construction.

PARTICLES

and	is	give	love	it	into
to	not	with	do	or	you
the	where	like	an	done	them

(To be continued)

LORD MACMILLAN MAKES OPENING ADDRESS

"THE behaviour of the community is largely dominated by the business mind. A great society is a society in which its men of business think greatly of their functions."

This quotation from a book by Professor Whitehead, formerly of Cambridge and now of Harvard University, was given by Lord Macmillan of Aberfeldy, in his speech in formally opening the new headquarters of the Glasgow and West of Scotland Commercial College last month. According to the *Glasgow Herald*, Lord Macmillan referred to the supreme importance of commercial education for young people. In these days of intense competition, "commerce," he declared, "has ceased to be regarded as a merely sordid and gainful occupation," and he added that the real thing in teaching was to make education interesting.

If education was rightly directed it could contrive to make life infinitely more interesting, as those in charge of the teaching in this College had realized. He also referred to the wise use of leisure hours, reminding his listeners that practically everyone had

some hobby, and that they could not have the knowledge of such things but for education. "I feel myself," he said, "that in those days when there is going to be a vastly greater leisure in our land; when, owing to the technical and mechanical efficiency of the day, there is to be so much less manual work, it is essential in the public interest that our population should be trained to know how to use their leisure, to find pleasure in higher pursuits and interests which they can enjoy only if they have the advantage of education." Therefore, education in these days had probably a mission more important than it ever had before.

Mr. W. W. M'Kechnie, Secretary of the Scottish Education Department, said that they regarded it as a possibility that commercial education should have a real value apart from its vocational value, and that nowadays in the schools they accepted a pass in commercial subjects as on the same level as a pass in practically any other subject.—*The Gregg Magazine of Commercial Education*, Gregg House, London.

WHAT OF BEGINNING BOOKKEEPING?

Should the outcomes of beginning bookkeeping remain the traditional vocational outcomes, or should they be broadened? Dr. Kibby is the third of ten nationally-known authorities to take part in this discussion

DR. IRA W. KIBBY

Chief, Bureau of Business Education,
California State Department of Education

A FEW weeks ago I visited a small rural high school in the central part of California. This institution was located in a small community which was the center of a large dairying industry. Most of the children in this high school came from the farms surrounding the little community.

Being interested in promoting the program of business education, I naturally visited the bookkeeping class. I found about twenty-five students enrolled. Inasmuch as there was no possible outlet for these students as bookkeepers in this community, I was interested in finding out why these students had selected the subject for their study.

A Surprising Response

After talking to the group for a few moments I asked how many expected to become bookkeepers. To my surprise only five hands responded. I was then curious to know why the other twenty members of the group were studying the subject. When asked why they were studying bookkeeping, many were confused and could not answer. After considerable quizzing, I came to the conclusion that approximately half of those who were not studying bookkeeping as a means to a vocational outlet were studying this subject to obtain high school credits so that they might graduate. The other half of the group was studying bookkeeping in order to obtain that information and understanding of keeping accounts which might be an aid in keeping a record of their own personal business affairs.

From my various contacts I believe that this school is probably characteristic of the rural schools as a whole in the state of California as well as in most other states. The vast ma-

jority of students who are studying bookkeeping are doing so, not for the purpose of preparing to become bookkeepers, but either for the purpose of increasing their fund of general knowledge, or to obtain credits for the purpose of graduation, or to enable them to keep such records as they may need to keep for themselves.

In our larger metropolitan high schools the proportion of vocational students is somewhat larger. However, even in these institutions a large proportion of those who are studying bookkeeping have no intention of using the information, knowledge, and skill obtained for vocational purposes. Only too often students study a subject in order to obtain credit and not for the purpose of acquiring useful information, knowledge, or skill. The very first objective of the teacher in beginning bookkeeping should be to inculcate in the minds of the students the reasons why they should study bookkeeping and to acquaint them with the outcomes they should be desirous of acquiring.

According to the 1930 United States Census there were 66,691 individuals employed as bookkeepers, cashiers, and accountants in California. Assuming that the average number of working years of a bookkeeper or accountant is fifteen, we would then need 1,572 bookkeepers each year to replace those who are leaving this type of employment.

Studying the Figures

The enrollment in the public day schools of California in bookkeeping classes in 1933 was 21,170; the evening public schools enrolled 4,729 in bookkeeping classes. It is estimated that private day schools enrolled 4,000 book-

keeping students, and the junior colleges and higher institutions of learning approximately 2,000. We must add to this another thousand who are studying bookkeeping through correspondence courses. Assuming that it takes a student two years to acquire a vocational mastery of bookkeeping, the California schools appear to be turning out 16,449 potential bookkeepers each year when, as a matter of fact, only approximately 1,572 positions are available. In other words, we can place in actual bookkeeping positions only about one-tenth of those who are studying bookkeeping in the state of California. A study of enrollments in this subject and possible outlets for employment would undoubtedly reveal the same results in other states.

On the other hand, it is well to remember that we have 101,734 retail dealers in California. Of course, these individuals should have an understanding of bookkeeping. A large number of retailers, however, enter this occupation late in life and with comparatively no training in bookkeeping. During their days of schooling they probably had no idea of entering this field of endeavor. Even assuming that those who are studying bookkeeping in our schools will become retail dealers and assuming that the life of the average individual working as a retail dealer in fifteen years, we still have twice as many individuals studying bookkeeping as will possibly use it in occupational life. What about the other fifty per cent who are enrolled in our bookkeeping classes? Undoubtedly a very large proportion will make use of their bookkeeping knowledge and skill in nonvocational activities only.

Thus the sole justification for teaching bookkeeping to a large number of those who are studying the subject is that the knowledge obtained may benefit them in their own personal business affairs or assist them in interpreting the business life in which they live.

A Plan is Necessary

All individuals have various kinds of business transactions. They buy commodities and services; they sell services; they invest their savings; they buy property. It is advantageous for every person to know what his assets and liabilities are, to have a plan for the purpose of providing for economic security. This requires a record of income, expenditures, and savings. If individuals knew how to plan better their personal business affairs, they would have an improved understanding of the finan-

cial plans of their Governments and other institutions in which they are interested. All persons, therefore, should know how to keep records of their income and expenditures, to make budgets, and to organize a plan of budget control. This requires not only an understanding of elementary bookkeeping, but also a mastery of those computation techniques needed to compute adequately the problems involved in keeping records.

The primary outcomes of beginning bookkeeping, therefore, should be to guide individuals to an understanding of those bookkeeping principles, and the organization, computing, and recording of those accounts that are necessary for personal record keeping.

Research studies in education show conclusively that knowledge or skill which is used repeatedly is the knowledge and skill which will be most readily retained. In most cases the knowledge or skill that is studied and acquired, but which is not used frequently is soon lost. It is further known that the nearer the content of any course is to the actual life experiences of the individual the greater the probable use and retention.

The Practical Viewpoint

It would, therefore, seem that if we are to teach bookkeeping for personal use, the business transactions studied should be of such a nature that the individual will meet them either in present day activities or in activities which he will carry on in the near future. We should, therefore, begin our bookkeeping instruction, not with the transactions of a business which in all probability the student will never experience, but rather with business transactions that he is actually carrying on at the present time or will probably carry on at some near future time.

All the fundamental principles of record keeping can be taught just as easily through the use of business transactions which students are experiencing, such as his own personal transactions or those of the student body of his school, or at least transactions which will probably be experienced in the near future, as they can through transactions of some unknown retailer or manufacturer located thousands of miles away. It is much easier for students to comprehend cents and dollars than tens of thousands of dollars. They are dealing with small sums in their daily lives, not thousands of dollars.

It should not be expected that each student will record the same transactions inasmuch as every student has different business experiences. A teacher who thoroughly understands bookkeeping can easily explain the various principles of bookkeeping through using examples obtained from members of the class and then can aid each pupil in developing his own material either from his own experiences or from the experiences of those surrounding him. By so doing, the recording process of bookkeeping is brought nearer to the actual life experiences of the child. This is good educational procedure.

It is astounding to find the large number of students who have completed a year of bookkeeping who cannot organize a simple plan of personal record keeping. This is due largely to the type of material used in the teaching of bookkeeping. The bookkeeping transactions used for recording in the first year of bookkeeping should be drawn from experiences in which the student can actually participate.

Beginning bookkeeping should first train the students to keep their own personal accounts. They should learn how to make a budget, to keep a simple cash book, journal, ledger, and such auxiliary books as may be needed; to take a trial balance, to make a statement of financial standing, and to close the ledger accounts. The complete bookkeeping cycle can just as easily be taught through personal record keeping as through transactions of an unknown retailer or manufacturer.

A large number of individuals will sometime in their lives be called upon to keep, or at least will be interested in, the records of some social organization. After the student understands how to keep his own personal records it is well to give him instruction in keeping records of social organizations such as those with which he may possibly have contact.

Many of the students in the rural districts will eventually go back to the farms. Such students should be given practice in organizing and keeping records for the particular type of farming conducted in the locality in which they live. The farmers today need to know more about the business side of farming rather than about crop production. I have often wondered what the farm situation might be today if our farmers had been taught a simple and adequate method of farm bookkeeping along with an understanding of farm economics. Bookkeeping courses in our rural

schools have been taught from the urban point of view, not from the rural.

After acquiring a thorough understanding of personal bookkeeping, the student can then be taught the record keeping of some retail establishment with which he is familiar. Thus,



DR. IRA W. KIBBY

he will gain practice in using the bookkeeping knowledge that he has acquired in business situations other than personal.

From this point of view the advanced bookkeeping course can build on the student's bookkeeping experiences and develop those skills and understandings needed for vocational purposes. Such a plan for the study of bookkeeping will meet the needs of all students. The course would not be planned for fifty per cent or less of the group studying this subject. The outcomes would be far more functional and the understanding would be more practical and useful.

Summary:

1. A large proportion of students who are studying bookkeeping cannot possibly find employment in this field of endeavor.
2. Every person has personal business transactions. He should have a plan for earning an income, for spending, saving, and investing it, and for computing his profits and losses. This calls for an understanding of personal record keeping.

3. Bookkeeping can be taught just as effectively through the recording of personal business transactions as through the transactions of an unknown business, and the chances of using the skill and knowledge learned are far greater.
4. The primary outcomes of first-year bookkeeping, therefore, should be:
 - a. An understanding of the purposes of studying bookkeeping.
 - b. An understanding of the various types of books and records used to keep a simple set of books.
 - c. The acquisition of such skills, knowledges, and understandings as may be needed to keep an adequate record of:
 - (1) One's personal business affairs
 - (2) One's social business duties
 - (3) A small business with which the student is acquainted, or can become acquainted, or in which he may become interested.
 - d. An understanding of the basic bookkeeping cycle, including the making of a budget and a plan of budget control, recording transactions in the proper books of entry, posting into the ledger, taking a trial balance, preparing business statements, and closing the ledger.
 - e. An understanding of those bookkeeping terms that are needed in order to interpret the bookkeeping process.
 - f. The acquisition of the facility to compute such mathematical calculations as may be needed in handling simple bookkeeping problems.

ACQUIRING A BUSINESS EDUCATION

Innumerable articles have been written setting forth the value of commercial training from the point of view of instructors and of business executives, but few, if any, have told the story from the viewpoint of the student. The following article by John J. Weber, a student in the School of Commerce, University of Denver, Denver, Colorado, will, for this reason, be of special interest to our readers.—Editor.

MANY of our present-day business executives have had very little scholastic training. They have reached their positions only after long years of conscientious and painstaking self-study. On the other hand many of our younger executives have had college training prior to entering business. This training may not necessarily have been along business lines, but its purpose was to develop the mental faculties in methods of logical thinking.

To the boy who contemplates business as a career and wishes a college education, but who finds himself in limited financial circumstances, let me suggest a course of training which I feel will qualify him for the best of executive positions.

Commercial work, such as bookkeeping, typing and shorthand, should be taken in high school, followed by a course of about nine months in a business school. The young man will then be qualified to secure a position as a bookkeeper or a stenographer for a reliable concern.

He should then attend night school in a school of commerce at least three times a week for a period of eight years. Earning can now go hand in hand with learning. He will find that as he gains business experience he is also acquiring both the practical and theoretical knowledge necessary for more advanced positions. He will also find that as his employers place more and more confidence in him, he will be able to test out the practical value of the theoretical training acquired in the school of commerce.

At the time he receives his degree from the university of business, he will have a well-rounded business education; that is, he will have a sound knowledge of the fundamentals of business, and will also be trained to apply principles of logical thinking to the numerous problems which constantly present themselves to the business executive.

NEXT MONTH DR. WILLIAM R. ODELL OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, WILL CONTINUE THE DISCUSSION OF THE OUTCOMES OF BEGINNING BOOKKEEPING.

REAL VALUES OF LIFE » » »

WE must give children the right expectation of life. We should give them the power to perform that miracle of which the alchemists dreamed in vain, of changing base metal into gold, of transmuting the raw material, the passions, the powers and impulses of human life without and within into positive power for good.—*Felix Adler.*

WHOEVER is in a hurry shows that the thing he is about is too big for him.—*Earl of Chesterfield.*

THERE is no teaching until the pupil is brought into the same state or principal in which you are; a transfusion takes place; he is you, and you are he; there is a teaching; and by no unfriendly chance or bad company can he ever quite lose the benefit.—*Emerson.*

NO power on earth can keep the first-class man down or the fourth-class man up.—*Boetcker.*

THE efficient man is the man who thinks for himself, and is capable of thinking hard and long.—*Charles W. Eliot.*

NO man or woman of the humblest sort can really be strong, gentle, pure and good without somebody being helped and comforted by the very existence of that goodness.—*Phillips Brooks.*

• • •

A MORNING PRAYER

THE day returns and brings us the petty round of irritating concerns and duties. Help us to play the man, help us to perform them with laughter and kind faces, let cheerfulness abound with industry. Give us to go blithely on our business all this day, bring us to our resting beds weary and content, and undishonored, and grant us in the end the gift of sleep.—*Robert Louis Stevenson.*

• • •

THE HUMAN TOUCH

High thoughts and noble in all lands
Help me; my soul is fed by such.
But ah, the touch of lips and hands,—
The human touch!
Warm, vital, close, life's symbols dear,—
These need I most, and now, and here.

—*Richard Burton.*

(Selections made by E. Lillian Hutchinson)

PITTSBURGH: Where Business Reigns

The meeting place October 12 and 13 of 500 members of the Tri-State Commercial Education Association in their semi-annual convention. . . Note the "Golden Triangle," with the Allegheny river at the left and the Monongahela at the right, each with its important spans



TEACHING LIFE INSURANCE

In this second article, Mr. Chase discusses the economic conditions which have increased the public interest in life insurance and stresses the obligation of business teachers

EDWARD M. CHASE

Annuity Counselor, New York City

Formerly Manager of the Foreign Department
of the Bank of New York and Trust Company

HOW shall you guide your pupils in this changing economic world? By understanding the implications of the late panic and by your own personal interpretation of the economic future. Your pupils are going to live in a different economic world from ours. Old slogans, old signposts, old landmarks were swept away by that tidal wave, Depression—a tidal wave which struck all countries at once, not one country at a time, as in former panics. We felt its fury; we can still count its wreckage. Whence came it?

The Double Panics of 1929 and 1934

It is easier to understand the late panic by considering it as two separate and distinct catastrophes; a stock panic and later a world gold panic.

The stock panic of 1929-1931 needs no elaboration. The law of economic gravity fought against America, and won. The second panic, the world gold panic of 1931-1934, was far more devastating.

Formerly, after one of our recurring panics we have been able to go back to work, sadder, if not wiser, and again start to create new wealth. What happened in 1931 to change this precedent? Just this: A new menace was loosed in the world, a menace to every nation's gold holdings.

In international trade, actual gold is used as a medium for settling a nation's trade debts. If a country buys too much and sells too little, it must ship gold to even the balance. When gold is used in this conservative way, not a great quantity is needed, even for an enormous trade. England enjoyed an economy of gold in trade above all other nations. She had almost no gold, as compared with France and the United States; yet her money was sterling in any world port.

The new menace to gold arose in this fashion: Before the War, many hundreds of millions of dollars of bonds had been sold to Europe by American Railroads. For several generations the capital represented by these bonds had been a fixed European investment in the industries of the United States. Institutions and families were satisfied with the return on their investments and had no thought of selling out. This represents a proper use of migrated capital. Suddenly all this was upset by the selling back to us during 1914, 1915, 1916, of most of these bonds for the purchase of munitions. Old owners gave way to new owners. The new owners, in some instances, were not so steady, and consequently this capital became loosened. This marks the beginning. Loose capital is a danger, but when loose capital aggregates a billion dollars it is a Menace. Capital should not roam about. Capital should stay home. If it does not stay home it should, at least, find a permanent home in the country to which it has migrated.

After the War we became Europe's banker. We lent some ten billions of dollars for war replacement. Every dollar of this should have gone into a foreign permanent investment. Far from this being the case, the proceeds of some of these foreign loans never even left America. Foreign Governments kept hundreds of millions on deposit in New York City for years.

The Raid on Gold

About this time, a reckless group of international speculators, sensing the lack of stability of Germany's money, sold marks short in every world market and reaped great fortunes when Germany finally collapsed. In 1923, the same group tried like tactics against

France, but the native shrewdness of the French caught them short of hundreds of millions of francs, and nearly, but, unfortunately, not quite, wiped them out.

In 1930 these speculators began to operate along broader lines. Their method now was to raid in turn any country they chose because capital had become loosened and liquid. Not content to raid ordinary monies, they even raided gold. What has liquid capital to do with gold?

Under the rules of practice of the International Gold Standard, gold should flow only *from a debased money to a standard money*. With hundreds of millions of liquid capital crashing around the world, it was found that gold would flow toward a debased money and away from a standard money. The English pound, in 1932, had shrunk in value to \$3.50. In spite of this, England held a call on any of our gold she wished to take, as well as a call on the gold of every nation. To meet the menace of predatory, roaming capital, England established a Stabilization Fund of one billion, seven hundred millions of dollars (£350,000,000). This fund was so much larger than any sums the international speculators could command that it gave them reason to ponder, but not for long. Soon they were at it again, busy undermining the public faith in all European monies. As a result of their unprincipled speculations, together with the economic exhaustion consequent upon the War, over forty nations were forced off the gold standard. The menace of liquid capital crashing around the world finally destroyed the international gold standard, which had been in effect for nearly a hundred years.

Whatever the future may hold in store for us, no such gold panic will assail the coming generation. England's experience with her stabilization fund has added to the science of money, knowledge which was never dreamed of before. Fortified with this knowledge, we can overcome any menace of liquid capital in the future.

What of our Economic Future?

One lesson the Panic has taught us is that the theory and practice of speculation of those days is unsound. Little permanent dependable wealth was secured and kept, even by the most gifted speculators. In the future, wealth will be created by that old-fashioned method—work and save. Let us apply this to your

pupils. Your pupils can either save to create, or they can create and save. The first is savings bank savings; the second is Life Insurance savings.

Life Insurance presupposes saving. There are some who will say, "After a panic, why save anything?" Such people are probably in that minority who never did, and never will, save. Most of us save by instinct.

Life Insurance for the Young

John, and Mary, when you are graduated and have secured your first positions which would you rather do, put your money in a savings bank or buy Life Insurance?

If you want to save to create, put your money in a savings bank. If you want to create and save, buy Life Insurance. Life Insurance is planned, scientific saving.

In banking your savings, there are two to help you save, yourself and your conscience. With Life Insurance, there are three to help you save, yourself, your conscience, and one who may be even more persistent, the Life Insurance agent. From the fact that no savings bank reports a twenty-year account with no withdrawals, and the same weekly deposit for the twenty years, while the records of life insurance companies show millions of persons who, in good times and bad, have paid the same sums quarterly, semi-annually, or yearly for not twenty, but up to fifty, years, it is clear that for the boy or girl who wants to save, who is determined to save, and who still wishes to save years hence, Life Insurance is the wiser method of planned, consistent saving.

There is another side to this question of savings. Ten dollars a week saved for a year will buy principal in a savings bank amounting to about half a thousand dollars at the end of the year. Ten dollars a week saved in life insurance will buy at once, \$25,000 of principal payable to the beneficiary in the event of the death of the insured.

Let us assume, for the sake of illustration, that our hypothetical student, when he becomes a wage-earner, buys \$25,000 Straight Life Insurance which, by the way, is the best kind for young people. He does not die in his youth, nor in his early manhood; rather, he is very much alive, marries, and in time has a family. Now his \$10 a week is buying him something as necessary to his family as food and clothing and shelter. He is buying protection for his wife and his children. Because he started with the lowest possible rate

for life insurance, he will never have to pay a higher premium on this \$25,000 policy.

Danger of Cash Values

There is still another side to life insurance savings which should be explained with clarity; that is, cash values.

After a while, our young man will find that his steady, yearly premium payments have developed a cash or loan value. Let him pay no attention to these values. By the time he has reached middle life, the cash and loan values on \$25,000 represent a large sum. If in his youth, it has been clearly implanted in his mind that, under no conditions, is he to touch his life insurance, which really is his children's heritage, then will the coming generation make a much more intelligent use of this form of saving than has our own generation. Many a man today wishes he had never heard of such things as cash or loan values. He has lived to rue the day he borrowed from his children's patrimony and lost not only his money but theirs.

When times are hard the prudent man cuts his expenses rather than borrows on his life insurance. Teachers, please impress your pupils with this significance of life insurance: they are buying protection for some one else.

Kinds of Insurance Policies

Straight Life Industrial Insurance, on which the premiums are paid weekly, is the best sort of insurance for a boy or a girl. The Company collector will call regularly for the premium. The rates for industrial insurance are, of course, higher than those for other kinds of insurance on which the premiums can be paid quarterly, semi-annually, or yearly, because of the expense involved in collecting the weekly premiums. One way to obviate the weekly plan is to pay the first quarterly premium and then deposit a daily coin in a "premium bank" which may be obtained, on request, from the insurance agent. A dial on each bank registers the amounts deposited and, furthermore, shows whether the payments are up to date, behind, or ahead of schedule. Used intelligently, these banks take the burden off premium payments and help young people to maintain their insurance in force without the strain of large, quarterly premiums.

Insurance paid up in twenty years (Twenty Year Payment) is attractive, but expensive.

Insurance which pays back its face amount in twenty years (Twenty Year Endowment) is hardly insurance. It is an expensive annuity with an insurance feature added.

Life Insurance in Action

A case that could have come from your own classroom today.

The Panic has produced strange mental maladies. For want of a better name they can be grouped under Economic Panic "Phosis." Here is such a case.

In a certain small manufacturing town, lived a dentist named, say, Dr. John Brown. He had a wife and two daughters. Jane, the elder, twenty-three, was earning twenty-five dollars a week as cashier in a local store. Mary, the younger, sixteen, was in Business School. Now, this dentist had been practicing in this city for twenty-two years, had enjoyed a good income from his profession up to the summer of 1931 and since then had been "carrying on" but bringing no money home. For three years, he had been working hard and steadily only to pay his office expenses out of the little cash he took in. The long grind from 1931 to 1934 had sapped his mental vitality. Work, work, work, no pay, and no hope had produced Panic "Phosis." Asked why he did not insist on cash from his patients, he would have said, in a bewildered sort of way, "I had to keep my clientele." As a matter of fact, he could have kept his clientele and made some real profit, perhaps \$1,800, during the past year, if he had demanded cash for his work.

In short, Dr. Brown had conducted a dental clinic and Jane supported the family out of her pay at the store. Like many others, in money matters, his mind did not function clearly. His wife and daughters sensed this but felt they were helpless.

What made the picture of the Brown family darker was that Dr. Brown was wearing out, and that Jane, the sole support of the family, was engaged to be married to a nice young fellow who could support her but not her family. If anything happened to her father, his life insurance of \$5,000 would leave little after his debts were paid. He had borrowed against it. Jane, at twenty-three, and Mary, at sixteen, had a bleak future.

Life insurance changed the whole dark picture of the Brown family. A young life insurance agent, who knew the family, and who had the courage of a good surgeon, ef-

fecting a cure with a ten-thousand dollar life insurance policy. He minced no words with Jane: "Your father has only \$5,000 of insurance and \$1,000 borrowed against it. At his death there will be little left. If he does not get financial relief soon it may kill him. After his debts were paid there would be \$2,500 left which, invested at 4%, would just pay the taxes on your home and nothing more. Let this go on and what of your future and Mary's? Do this and do it now. You save out only eight dollars a pay day. Make your father bring home, at least, twice that from his work, make him demand cash and stop giving away his skill and service. He cannot afford to. Take your own money and buy \$10,000 life insurance on your father's life. He is a sick man, Jane, sick mentally. You must force him to see your reasons for this. Should he die, then your mother and Mary would be provided for. I am satisfied that he would not die, but once he began to charge

cash he would take in more a month than you make. Ten thousand life insurance will save his life, Jane."

Today, Jane is married. Mary is working hard at her business school lessons; very hard, for Jane's old boss at the store said that he could always find a place for one of Dr. Brown's girls. Their father is on the road to recovery and works only for cash, except for the real poor. Ten thousand dollars of life insurance and a fearless agent did it all. This young life insurance agent was, and still is, in love with Jane.

Teachers, there is a responsibility on your shoulders! Your pupils have before them a hard road. Do not advise them to load on their backs more life insurance than they can carry. Rather, encourage them to start early to carry life insurance and having started, carry it through life, clear and unpledged. Life Insurance is human; it is vital; it is the guardian of the youth of America.

LEARNING PLATEAUS

(Continued from page 263)

be expected and need not discourage the teacher. These should be smoothed out by intelligent interpretation of the causes. Physical equipment should always be at the highest point of efficiency. Boredom on the part of students should be removed through variation in tempo of work or the addition of new devices and incentives. New material should not be presented until the class is prepared for it and, if it is not thoroughly absorbed, adequate attention should be paid to expla-

nations and review of fundamentals. An effort should always be made to connect new or difficult material with principles already in the student's fund of knowledge. If the factors underlying learning progress are clear to the pupils, their complete cooperation and sustained efforts can thereby be gained. The proper combination of teacher-pupil efficiency will lead to the shortening of learning plateaus now in evidence and may completely eliminate them as educational problems.

• • •

A Word about Haskell

The Haskell Institute Business Department is considered one of the old successful business training schools in the Middle West. Years ago, Mr. Hervey B. Peairs, now retired from the Indian Service, recognized the adaptability of Indian young men and women to do this type of work. As early as 1897, he had established at Haskell Institute, a course in business training for Indian young people. The past thirty-six years have seen the department grow and keep pace with commercial education. A great deal of the credit for our present achievement must go to Mr. C. E. Birch, the present superintendent of the

Lawrence public schools. Mr. Birch laid the foundation upon which those who came later were to build. While Mr. Birch was in the department for only a period of four years, he was assistant superintendent for a period of twelve years, in which time he had supervision of the commercial department. He guided the course for a period of years, and in that way there was an uninterrupted development over a stretch of years.

The present head of the commercial department, Mr. William T. Johnson, has been in charge of this work for the past fifteen years. During that time the entrance requirements have been raised from the eighth grade to graduation from high school.

WITHIN THE LAW

The Origin and Development of Our Legal Maxims

JAMES W. MOODY, B.S., LL.B.

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1. MIGHT IS RIGHT

"For why?—because the good old rule
Sufficeth them, the simple plan,
That they should take, who have the power,
And they should keep who can."

—Wordsworth.

BACK in the dim, dark ages, Dame Nature, ever prolific, presented the human race with triplets—culture, religion, and law. Minute, puny, at times almost invisible, from small beginnings these three have grown, hand in hand, inseparable, though oft at cross purposes, until they have become the backbone of that mighty structure—civilization.

Culture, being physical and material in both origin and character, leaves behind it monuments which last through the ages; monuments which, like footprints in the sands of time may be retraced and evaluated, and the history of their period accurately reproduced.

Religion, both spiritual and immaterial, leaves its mark on culture, which it often dominated to such an extent that its history may also be traced back with clarity and certainty to the earliest times; the more primitive the race, the more dominant the religion.

Law left but little mark on the culture of the time. Primarily practical, flexible, and changing almost with the seasons, each individual unit rises Phoenix-like, from the ashes of its predecessor, almost burying it in oblivion.

Hence the paucity in the history of law and the difficulty in tracing the genealogical tree of any particular legal maxim or precept.

Might is right. At first glance, that this is a legal maxim might be questioned. Indeed the majority of laws are enacted apparently for the express purpose of denying this maxim. Yet a further consideration of the question

will lead to the conclusion that the very enactment is based upon the maxim.

Originally a law became such only after being enforced; prior to that it was only a custom. Later, conception occurred first, and the law either thrived on enforcement or died through atrophy. Enforcement of the law therefore determined its very existence. A *de jure* law, though legitimate, died through lack of enforcement; a *de facto* law—illegitimate—thrived on enforcement, and, its origin becoming obscured, became *de jure*.

Enforcement, then, being the lifeblood of the law, how is it to be obtained?

Up to the time of the elevation of the human race above the rest of the animal kingdom, the only force which existed was actual physical strength.

The distinguishing feature of mankind was the development of a moral strength, and the extent of this development indicated the height of the plane to which he rose. Consequently, with primitive law, physical strength to enforce the law, determined the law. Might was right.

The growth of moral strength paralleled the advance of civilization, conscience evolved, and an appeal to conscience began to supersede to some slight extent the appeal to might. The growth of a universal moral strength, however, has been slow. Might still remains right. An enactment to be effective must have "*teeth in it*," it must be both enforcible and enforced, and in so far as those opposed to the enactment are concerned, *might is right*.

Even internationally, any controversy resulting in armed conflict is an exemplification of the maxim *might is right*.

Is it too Utopian to prophesy that out of the ashes of this maxim there will arise, Phoenix-like, another maxim, perhaps on the order of "may your conscience be your guide?"

(Mr. Moody's series will be continued.)

THE B. E. W. TRANSCRIPTION CLUB

Editor, HELEN REYNOLDS

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NOVEMBER DISCUSSIONS SUMMARIZED

THE discussions of the November topic, "Of What Should the Subject Matter of Dictation at Various Levels Consist," were especially interesting because they presented so many points on which the contributors without previous consultation agreed, and several on which they were in sharp disagreement. A brief summary of these points follows.

1. All contributors agreed that the subject matter of dictation should be adapted to the understanding level of the students. So dependent is the shorthand writing ability of the student upon his understanding of the material written that one contributor questions the value of any dictation material in which there is no thought content.

2. All contributors agreed that the basic, frequently-recurring words of the language must be mastered. Some, however, believe that the shorthand writing vocabulary of the student may be safely limited to this basic vocabulary as expressed in the 5,000 most frequently-recurring words, whereas others believe that it is unwise thus to limit students; that their ability to build outlines should be continuously challenged and developed by the dictation of material which demands this ability.

3. Most contributors were of the opinion that any dictated matter will afford sufficient practice on these frequencies just because they do constitute so high a percentage of the language; that it is, therefore, unnecessary to plan dictation material specifically constructed to include them. For this reason some contributors be-

lieve that the value of the business letter with its relatively narrow vocabulary is exhausted rather early in the shorthand learning course and that other kinds of subject matter for dictation must be substituted.

4. Opinion again varied as to what the subject matter on the higher levels of developing shorthand writing ability should be. Some were of the opinion that the Congressional Record material has relatively little value, others that it has high values, both because of the fact that its relatively even degree of difficulty renders it useful as a device in measuring student's progress and also because of the fact that it is actual, oral English, the kind with which the stenographer has always to deal.

5. The necessity for increasing the student's business vocabulary was considered important by all contributors.

6. Either by direct statement or by implication it was indicated that most contributors were in favor of introducing transcription rather early in the shorthand course.

7. The consensus of opinion seemed to be that, while various phases of business ethics might make satisfactory subject matter for dictation, this could not be regarded as a very effective device in character education.

8. Literary material as a subject matter for dictation was indicated as having a place as an occasional variant in the material dictated.

9. The dangers of introducing subject matter into dictation so in advance of the student's shorthand writing ability as to result in wild approximations rather than in accurate outlines were pointed out by several contributors.

CONTRIBUTORS FOR DECEMBER

(1) Miss Edith M. Winchester, Head, Department of Secretarial Studies, Carnegie Institute of Technology, Pittsburgh; (2) Mrs. Eva L. Connelly, Head, Shorthand Department, Miss Brown's School of Business, Milwaukee; (3) G. W. Cowan, Park Business College, Hamilton, Ontario; (4) Miss Eva L. Von Berg, High School of Commerce, Portland, Oregon; (5) Mrs. Louise A. Torres, Munson School for Private Secretaries, San Francisco; (6) Mrs. Urina Roberts Frandsen, Woodbury College, Los Angeles; (7) Miss Mable C. Morton, Woodbury College, Hollywood, California; (8) Mrs. Emma Felter, Chairman, Stenography Department, Walton High School, New York City; (9) Vernal H. Carmichael, Assistant Professor of Business Education, Ball State Teachers' College, Muncie, Indiana; (10) E. W. Harrison, Head, Commercial Department, John Hay High School, Cleveland; (11) James M. Thompson, Instructor, School of Commerce, New York University, New York.

TOPIC FOR DECEMBER:

What Typing Instruction is Necessary to Develop Skill in Transcription?

1

It is the ultimate aim of every teacher of transcription to train the pupil to turn out a usable transcript, correct in arrangement, spelling, punctuation, English, typewriting, and context. From the first day in the typewriting class, the teacher works toward this objective when she insists that class drills be arranged attractively on the page, that there be no strike-overs, that directions be followed precisely, and that no mussy sheets be accepted. Habits of neatness, ability to follow directions and to use the dictionary cannot be emphasized too early in the course.

The result of many years' experience with transcription classes has convinced me that it is wise to begin typewriting before transcription. Typewriting and shorthand are subjects requiring the development of skill, each presenting peculiar difficulties and problems. Before attempting to transcribe, the pupil should be thoroughly familiar with the mechanism of the typewriter so that he may know when and how to use the various parts to aid him in arranging his work quickly and to the best advantage. He must not be hindered in transcription by having to hunt around for this or that device. He must know how to center, horizontally and vertically; how to arrange letters on the page; and how to determine which type of letter arrangement to use.

Transcription should not be started until the pupil has a complete mastery of the keyboard and the mechanism of the machine; not until he has risen from the letter level of typewriting to the word level. Where the pupil begins transcription while he is still spelling every word, letter by letter, perhaps hesitating over the location of less used or less practiced letters and figures, the result is a page of material which may or may not make sense. Instead of being able to read ahead for sense and construction, he is still struggling to put on paper, stroke by stroke, what he has in his notes. He may have no difficulty in reading and understanding the shorthand when he can give his whole attention to the notes, but the

necessity of dividing his attention between notes and an unfamiliar keyboard does not insure a good transcript.

Criticism of work poorly executed can never take the place of proper preliminary instruction and practice. Transcription is a process which requires special training with a foundation of accurate typewriting on the word level as a prerequisite.

To prepare the student to typewrite on the word level, in order that he may be ready to transcribe words as he reads them in his shorthand notes, the student should be drilled from the first introduction of words in the text to write each word from dictation as a unit. When the pupil has succeeded in writing on the word level from printed copy and from dictation, it is a natural step to continue on the word level in transcription.

Typewriting instruction cannot cease with the beginning of transcription. The two should be carried on together, with more advanced instruction supplementing the beginning work as the set-up of material to be transcribed becomes more complicated.—*Edith M. Winchester.*

2

TRANSCRIPTION, being the combination of the two skills of proficient typing and the reading of shorthand, requires that each can be done fluently by itself. As soon as the student has passed from the letter level of typing to the word level and has reached a similar ease of recognizing shorthand outlines as words, the two processes can be brought together.

Even though learning the keyboard and getting a degree of facility in the operation of the machine do not require so long a period of time as does the completion of the shorthand principles, it is very wise, wherever courses of study can be so arranged, to begin the study of typewriting before shorthand. Then, being at ease with the machine, the student can transcribe at the rate at which he can

read the shorthand, and he will not have two unfamiliar processes to deal with at the same time.

When the student has acquired a mastery of the machine and is doing a good amount of transcribing daily, he still needs continued typing drills for accuracy, speed, and for arrangement and set-up of all kinds of papers. As progress is made in these attainments, they can be made use of in transcribing.

Transcribing of simple material can begin with the first chapter. No material which involves principles not well learned and which would cause the student to hesitate should be given. The student has enough to do at the outset with reading shorthand and typing correct spellings.

Theoretically, there should not be a great deal of difficulty in combining the two processes when we consider that a shorthand outline is recognized as a *word*, the same as a printed word or a longhand word is thus recognized. When a student types by reading printed *words*, not *letters*, he does not need to give conscious thought to each letter as he strikes it. In the same manner, when he reads a shorthand *word*, the response of the fingers, unconsciously directed by the brain, should produce the proper spelling just as effortlessly.

Does the student in beginning transcription employ the correct method? Or, does he read a few words and then watch his writing while he types them; then hunt for the place in his notes and repeat the process? That is not *transcribing*, but it is a procedure which often takes its place. The student should be held rigidly to reading his notes while typing, not merely be sent to the machine with instructions to produce a transcript. This is very important in the early stages of learning to transcribe. The notes should be previously read by each student, either at the end of the dictation period or at the machine before beginning to write. Then a hasty glance over each sentence will recall its meaning and prevent misreading outlines.

The student's word-writing ability is developed on the automatics listed in the typewriting texts, and can be well supplemented by drill on most frequently used phrases. This will lead from the word level into the phrase level and add the ease and fluency of transcribing which is the goal. A common typing error is to run together two words of a phrase, or to attach the first letter of the second word to the preceding word. This error, occurring because the mind is working faster than the

fingers, can be corrected by practice on the most frequent phrases. After the simple phrases given in the back of the shorthand manual have been made automatic, the longer phrases given in the drill paragraphs of the Speed Studies may be added.

The shorthand and typewriting departments, if not under one teacher, should be closely correlated, with a program for each which takes into account the student's progress in the other. Transcription should be taught and supervised by a teacher in one of these departments.—*Eva L. Connelly.*

3

I HAVE long believed that facility in typing should be acquired before transcription is begun. After consultation with J. N. Kimball, who recommended a typing facility of sixty words before beginning transcription, and with Harold Smith, who indicated that some teachers were securing good results with a twenty-word prerequisite, I have set forty words a minute on straight copy as a prerequisite to transcription. In order to assure all students of some transcribing practice, we started allowing those who did not qualify on the forty-word test to write one letter a day anyway, and I am using this system now. Those who have passed a fifteen-minute test at forty net, are allowed to do all the transcription they can get down; those who have not passed, do at least ten minutes each day, and try their examinations each Friday.

For transcription each morning, I dictate two letters and three or four short articles. Those who have not passed their forty test, do the letters, or as much as they can in ten minutes; the others have forty minutes to do as much as they can.

In the afternoon I dictate one article over four or five times, working the speed up as high as the class can take it. The students then transcribe this article as often as they can in thirty minutes, rewriting it from their notes each time. This repetition has proved to be very valuable in building up speed in transcribing. One of the tests for promotion from junior to senior speed class is the ability to write at thirty net words a minute from printed shorthand. Students who have not passed this test practice on it during the thirty-minute period instead of transcribing the article. As soon as the test is passed, they transcribe the article.

In theory classes, I start my students doing a little transcribing just as soon as they have covered the keyboard and can write, say, fifteen or twenty words a minute on five-minute tests. As their skill in typewriting increases, the amount they do each day is increased. By carefully regulating the quantity to their ability, I have found that this works very well.

Our experience has been that it is necessary to continue to do skill practice in typewriting, no matter what the degree of skill attained, in order to improve in transcribing. The more words which are written automatically in typewriting, the more attention can be transferred from the typewriter to the subject matter.

My ideas on developing skill in transcribing are:

1. Start students in on first plates in shorthand text book just as soon as they are far enough in the shorthand to be able to read the plates fluently.

2. Have students do plenty of repetition practice in transcribing. Transcribing from the one plate for half an hour will be a big help in forming the right habits of transcribing.

3. Have students take five-minute tests from plate material previously practiced. Mark them just like type tests.

4. Give plenty of transcription in speed class, increasing the quantity as the students improve in typing skill.

5. Have students check *everything* they transcribe.

—G. W. Cowan.

4

MISS EVA VON BERG has indicated an agreement with Mr. Cowan in requiring proficiency in typing as a prerequisite to transcription. She further indicates that rhythm practice in typewriting throughout the transcription course is necessary to maintain typing facility.

5

MRS. TORRES calls attention to the need for practice on the frequencies of the language in order to develop a typing skill basic to good transcription and makes this further suggestion:

"When the student of shorthand has nearly finished the work in the Manual it is splendid practice for him to take up the transcription

of the letters from the very beginning of the Speed Studies until, let us say, he has transcribed about sixty and perhaps some of the plates in the Manual.

"This will give him an idea of how to transcribe from shorthand notes and by the time he has finished the Manual he will automatically take up the elementary dictation and thus continue transcribing shorthand notes of his own individual work. The effort at this point will not be so great, naturally, if there has been preliminary work along these lines."

6

THE study of typewriting must necessarily be begun before transcription because the student will have need to learn the fundamentals of shorthand before he can begin transcribing; but the shorthand and typewriting courses could, and generally should, be begun at the same time. This makes for a more equal advancement in both subjects. The student should be able, however, to type straight matter at a reasonable rate before he begins transcription.

As long as a student is studying shorthand and having transcription classes, he should likewise be having typewriting classes so as constantly to increase his ability to type all sorts of matter at an increasing copy-rate and to build up his confidence in his ability to operate that machine as expertly as is possible for him. Familiarity with the machine, which bolsters up self-confidence in himself, heightens the possibility of improving his transcription speed.

Since rhythm is really the foundation of typing speed and ability, constant drill on rhythmic typing will tend to improve the typists' word-writing ability. The value of the victrola cannot be overestimated. Of course the material written in the rhythm drills must necessarily be properly directed to correct the errors most frequently occurring in a particular student's papers. These remedial exercises are well-known to all teachers of typewriting and are carefully treated in all good typewriting texts.

Much attention should be given to the problem of set-up when typing from shorthand notes. Beginning with Chapter 7 in the Manual and Speed Studies, it is well to require at least a reasonable amount of the shorthand plates to be typed up in correct form. (Reasonable amount to be determined by the time the student has available for this work.)

Whether or not the student derives any actual benefit from such transcription assignments depends entirely upon what the instructor is willing to accept when the papers are turned in. It is decidedly essential that these first efforts be closely checked, criticized, and supervised. If a sufficient number of such transcription assignments are required, then the instructor will need have no fears when the student actually begins the real transcription of his own shorthand notes. This is one instance in which the old adage, "Practice makes perfect" is most literally true.

As the student progresses toward a shorthand speed of sixty words a minute, it is a good plan to dictate a fair number of letters, or other material, with proper instructions, and to require that the transcripts be completed within a given period of time. Actual timing of transcripts seems to provide an incentive for the student to turn his work out in less time. But always be sure that you accept nothing less than the ideal transcript or you will never succeed in getting good transcripts from your students.

What you demand of your students is just what they will give you.—*Urina Roberts Frandsen.*

7

IT appears that very little time and thought has been given to developing the process of transcription speed. Much time is given to developing high speeds from printed material and the student who has a speed of 65 to 90 words a minute may have a transcription speed of only 15 or 20 words a minute.

Transcription is a big and separate problem even though it is so closely correlated with shorthand and typewriting. The student must be skilled in reading shorthand notes, must be skilled in typewriting and skilled in combining the two on the typewriter. This is a difficult task for the student who has had little or no transcription before entering dictation.

The student should not be asked to transcribe before he has mastered the keyboard and at least five chapters of the Manual and Speed Studies. By this time the student has a fair knowledge of the theory of shorthand and can type with a degree of accuracy so he can be asked to transcribe all the shorthand exercises of the Manual and Speed Studies beginning with Chapter VI through Chapter IX. Beginning with Chapter X through Chap-

ter XII he is asked to copy all the exercises in his notebook and transcribe with good set-up. This gives him the practice of transcribing his own notes long before going into dictation instead of using the time to transcribe in longhand as we find many doing.

To increase accuracy and develop word-writing ability, students may type interesting matter such as editorials, travel books, histories, novels, etc. To increase speed in transcription a good background on set-ups is necessary. Music drills for rhythm and setting an even pace, short tests, one and two minutes in length for developing finger action, location drills, high frequency drills, and paragraph practice are effective.

The value of word practice in gaining speed and accuracy is frequently overlooked because of the desire to write connected material. Much can be accomplished in gaining independent finger control by practicing words of high frequency. If the student is having trouble with certain combinations the writing of words containing those combinations will correct the habit. Words containing double letters should be repeated many times with music giving each letter of the double combination the same time. Words containing frequent letter combinations are more suitable than meaningless combinations.

Certain days can be devoted in the typing drill classes for transcription speed from the Speed Studies or *Gregg Writer*. This drill is timed, the speed of each student and his increase in transcription is noted from time to time. The student is urged to read the notes ahead in this drill to avoid such errors as *in* for *not*, *be* for *but*, *at* for *it*, etc. These are the mistakes of the beginner and occur because the student has not read far enough ahead to get the sense of the sentence.

A high transcription speed should be the ultimate goal instead of the high copy speed for the stenographer. To learn to transcribe with speed and accuracy the student must start transcription in the early stages of typewriting. Much of the transcription ability depends upon what the instructors demand.

—*Mable C. Morton.*

8

WHY do I believe that at least one year of typing should precede transcription? I do so because it is essential that the pupil have at least the following knowledges and skills before attempting the difficult task of

reading symbols, translating them into thought, and so responding that the thought will be represented on the typed page accurately spelled, correctly punctuated, carefully paragraphed, and attractively arranged:

1. Thorough knowledge of the entire keyboard
2. Knowledge of at least two common letter forms
3. Knowledge of how to address envelopes correctly
4. Knowledge of how to indicate titles of signees, annotations, etc.
5. Skill in manipulating the devices on a typewriter
6. Skill in typing straight copy and business letters with accuracy and a fair degree of speed
7. Skill in placing letters attractively on the page
8. Skill in typing envelopes—commercial size and legal size
9. Skill in making single carbon copies
10. Skill in setting up simple tabulations
11. Skill in finding own errors and evaluating own work

To these minimum skills and knowledges, others must of necessity be added after formal lessons in transcription are begun. Some of these skills which should be included in a transcription program which are essentially typewriting skills are:

1. Skill in judging the length of letters in terms of the typed page
2. Skill in setting up letters on all sizes of paper
3. Skill in arranging letters attractively in all acceptable standard forms, special attention being given to appropriateness of style with relation to length of letter and content.
4. Skill in arranging firm names, titles, signer's name, and annotations
5. Skill in handling various types of letter-head paper
6. Skill in making 2 or more carbon copies
7. Skill in typing commercial and legal envelopes
8. Skill in folding and inserting letters for commercial, legal, and window envelopes
9. Skill in finding errors and correcting them
10. Skill in judging the mailability of letters

Perhaps the most important instruction required in typewriting after transcription has once been begun is remedial teaching. Unless our pupils are examined critically as to their individual typing techniques, it is more than probable that the fine work done in the first year of typewriting will be lost as bad habits creep in. One-minute individual examinations given by the teacher during transcribing pe-

riods as the pupils sit absorbed in their work will indicate to the teacher the faulty techniques of each individual pupil. If these faults are discussed privately with each pupil, the danger of continuing such bad habits explained, ways of eliminating the trouble suggested, and follow-up tests administered, the pupils will improve remarkably in typewriting as they progress with their transcription.—*Emma Felter.*

9

MODERN pedagogy demands that transcription be started very early, even during the first few weeks of the first semester of shorthand study. Since it takes practically one semester for a pupil to learn how to operate the typewriter with any degree of skill, it seems right to assume that the stenographic learner should begin the study of typewriting one semester in advance of the study of shorthand. By this plan the pupil will have an opportunity to master the mechanical features of the typewriter to the extent that he will be able to begin transcription early in the first semester of shorthand study. No time is lost, for the learner acquires a skill in straight-copy work which is absolutely essential to good stenographic performance. This skill in straight-copy work then forms the basis for learning transcription skill. There is a distinct difference between skill in typing from longhand copy and in transcribing from shorthand notes. If the learner is to be a good transcriber, he must begin his transcription study early and continue this study throughout his shorthand course.—*Vernal H. Carmichael.*

10

GENERALLY, in our daily contacts, we agree on facts but disagree on the answers to these facts. Strangely enough, in transcription discussions, we disagree on facts but agree on a superficial answer—begin typewriting one semester preceding shorthand and introduce transcripts early.

The facts upon which we disagree, judged by a course of study which introduces transcription early, must be:

Transcription is a vocational skill.

Considered vocationally, the major factors of transcription skill are speed and accuracy; the minor factors are neatness and arrangement.

However, only the major skills may be sold and only at vocationally acceptable achievement level. The minor skills, at whatever rate of achievement, are acceptable for general business and personal use. Neatness, arrangement, spelling, and punctuation are English training skills and for their success depend much upon natural ability. It is quite unthinkable to expect rapid transcription growth—and this whole question is one of rate—in a situation, transcription, if that learning situation employs two other factors, typewriting and shorthand, all at the habit learning stage.

Transcription rate is and must be lower than basic typewriting rate.

We know there is a probability of any one of several hundred duties being performed by a secretary; we do not know a relative time-consumed element of such duties. Perhaps high typewriting speed may be as vocationally essential as low, accurate transcription ability. Perhaps, the loss spread (some 20%) in transcription, principally due to editing, may be constant. Therefore, any increase in shorthand and typewriting skills may result in an immediate and proportionally higher transcription achievement.

Our own experience in class and in contest groups; and the unanimous agreement of typewriting experts with this last statement, offers a mass of creditable evidence in support of the following disagreeing answer: Introduce transcription late, not early, in any transcription

—E. W. Harrison.

11

TRANSSCRIPTION is not alone a matter of skillful typing. Neither can the matter of accurate and rapid reading of shorthand notes insure the production of a well-typed manuscript. It is rather the execution of these two skills in one automatic performance which determines efficiency in transcribing.

This being the case, it is quite obvious that the typing instruction which is to lead to efficient transcription must include as one of its chief aims the simultaneous execution of these two skills. With this aim in mind, let us consider the hazards in the way of its accomplish-

ment. First, a student may be able to type from printed matter or from longhand at a high rate of speed, he may also be able to read shorthand characters accurately and rapidly but when he is faced with the problem of reading the shorthand notes and typing them at the same time, not only does his skill at typing fail him but he also finds difficulty in reading the notes. The reason for the difficulty encountered in executing these two performances at the same time is undoubtedly because of the lack of actual practice in doing it. Obviously, then, dictation should begin from the very first lesson in shorthand and with it transcription.

Assuming that instruction in typewriting and shorthand is given at the same time, let us consider some of the factors which tend to make the actual transcription process more difficult than typing in itself or in the reading of shorthand notes. To my mind, the hard and fast rule of "no erasures" constitutes one of the major obstacles in attaining accurate transcription. The student who sits down to his machine with the instruction not to make an error under threat of a given penalty is necessarily placed under a nervous tension which is in itself sufficient reason for him to tend to make errors. Under this strain he cannot be master of himself and is at a disadvantage before he has attempted his work. It seems reasonable that instead of invoking a penalty for errors a great deal more is to be accomplished in the matter by teaching the student how to make a neat erasure and instructing him to make his work "mailable" in every respect even though he may need to resort to erasing.

The problem of correct arrangement of subject matter on the page is very often a serious obstacle in transcribing, even after the student has attained average speed and accuracy in typing and in reading shorthand notes. This difficulty should be overcome early in the course of instruction by stressing from the beginning the necessity of correct placement in all typing assignments.

—James M. Thompson.

Another powerful series of articles edited by Dr. Elmer E. Spanabel of Pittsburgh starts in the January issue. The purpose of the series is the intelligent participation of every commercial teacher in practical vocational guidance.

Topics for Discussion for January and February

A CONSIDERATION of the various contributions made on the subject of the typewriting instruction needed to facilitate transcription brings up several questions which readers of the Transcription Club may be interested in answering. The editor will be glad to give consideration to these discussions. How many and what kinds of typing arrangement problems should be included in the transcription period? Do you utilize a plan of systematic review of typing arrangement problems in the transcription period? Much is said in this discussion concerning the importance of assisting students to type on the word and phrase level of control. What devices do you employ for mastering this level of control?

The topic for our discussion for January is "What Business English Does the Instructor in Transcription Need to Teach?"

For February it seems wise that we should attempt to determine "What Standards Should Be Set for Transcription?"

In considering this subject, consider it with regard to speed and accuracy in the completed transcript, including such consideration as accuracy in reproducing the exact dictation, accuracy in typing, including arrangement, and accuracy in English.

It will also be essential to consider what devices you recommend for measuring the degree to which your students have achieved the standards set.—H. R.

• • •

Vocabulary and Marks

Is there a magic formula for winning high marks in college? Stevens Institute in Hoboken believes that it has hit on one that at least helps—the simple device of improving one's vocabulary. A new word a day keeps the low grade away, or at any rate further off!

Actual tests of the same students over a period of two years apparently go to prove the theory. "Those men who took pains during their freshman year to improve the accuracy of their knowledge of the English language," President Harvey N. Davis reported recently, "were thereby enabled to do relatively better work in all of their sophomore courses than their fellow classmates did. Those who improved most in vocabulary averaged three or four places nearer the top of their class during their sophomore year than during their freshman year. Conversely, all the men that did not improve at all in vocabulary averaged 7.5 places nearer the bottom of their class during sophomore year."

So far convinced is President Davis of the validity of these results that he advised the students of all classes to buy dictionaries and "nail down" new words. "In modern lingo," he said, "get vocabulary-conscious, and, while the results won't be either immediate or spectacular, in the long run, if you keep on working in every other way just as hard as ever, you will find yourself slowly forging ahead of those around you."—*New York Times*.

Booklet Is Issued

A profusely illustrated booklet describing the San Francisco-Oakland Bay and the Golden Gate bridges is being distributed by the Associated Oil Company of San Francisco. The title of the booklet is "Bridging the Bay." Three of the views on pages 302-303, this issue of *BUSINESS EDUCATION WORLD*, are from this booklet.

Warns Against Duplication

Superintendent of Schools Campbell has issued a warning against duplicating copyrighted materials. "New York City teachers and supervisors," says the *New York Sun*, "who prepare their own instruction material and have it mimeographed for distribution among their pupils were reminded today by Superintendent of Schools Campbell that they must observe the copyright law."

"The modern trend in individualizing instruction, the use of diagnostic tests and individual remedial measures has resulted in greatly increased use of the mimeograph and other duplicating devices," Dr. Campbell said. "The effort spent by principals and teachers in preparing their own instruction material is to be strongly commended."

"However, I am informed that teachers in some cases have unwittingly violated the copyright law by duplicating material from copyrighted books or by duplicating copyrighted tests."

THE WELL OF EXPERIENCE

ALFRED H. QUINETTE. South High School, Youngstown, Ohio, a teacher of shorthand for twenty-one years, draws from the deep well of his experience for our refreshment. He says:

Translate the natural curiosity with which any student approaches a new subject into a sound concept of the values to be had from such study.

The antiquity of shorthand as a tool for recording the spoken word never fails to interest the student; therefore, a historical approach to the first lesson is always timely, provided over-elaboration is avoided.

Establish in the introduction to the first lesson assignment a correct concept of the educational values of the study, right attitudes concerning its utility, and a clear understanding of the daily study program.

Where there are several teachers of shorthand in a department, agree upon and follow a uniform plan. This makes possible the same requirements of pupils by all teachers; yet does not destroy the individuality or effectiveness of the work done by any one teacher. Different standards of achievement are certain to work more or less injury to pupils when semester changes take place.

Each class period should have thoughtful preparation by teachers and pupils. The teacher should be a shorthand writer of ability, prepared to demonstrate his skill before the class.

Shorthand, properly learned, requires devoted application, study, and practice. Rules must be mastered and applied. The ability to apply rules to new word situations establishes shorthand writing power.

Active interest in the progress of each student; careful inspection of shorthand outlines until a good style has been acquired; abundant drill in the application of rules and principles; an automatized knowledge of the shorthand forms for the most frequently occurring words; the gradual enrichment of the shorthand vocabulary, are essentials.

Use the blackboard freely that the students may gain a visual impression of correct shorthand forms. The teacher who writes accurate notes easily and rapidly on the blackboard is an inspiration to his pupils.

Avoid too long assignments. Encourage regularity of attendance, as absence from class greatly handicaps the shorthand student. Irregularity of attendance accounts for more failures in shorthand than any other cause.

Speed in shorthand is a process of gradual development. The same rate of speed development should not be expected of all pupils. It is well to dictate each day at three different speeds, the first at a rate easy for all pupils to take, the second at a rate that will require greater effort, and the third at a rate that will push the students to the limit of their ability. High speed in shorthand must not be required too soon, else accuracy of outline will be sacrificed, reading speed will be retarded, and transcription speed slowed down.

Regardless of the speed, dictation in the beginning classes should be at a steady, even rate, though in advanced classes I have found a certain amount of uneven dictation to be valuable, as it accustoms the pupils to the sort of dictation which they will encounter in the office.

Shorthand students should develop a marketable skill such as is required of a stenographer in a modern and efficiently organized office. From the outset, the teacher should aim to develop an attitude of confidence and a desire and determination to learn shorthand. Nothing must be permitted to destroy interest or kill the student's enthusiasm for the subject.

In the learning stages, any tests given should be diagnostic in aim, so as to prepare the way for immediate remedial teaching. Tests should involve both reading and writing at speed rates suited to the stage of pupil advancement, and they should be regarded by the pupils, generally, as fair tests of achievement.

Upon the teacher lies the responsibility of seeing that the pupils cultivate the attitudes, acquire the knowledges, establish the habits, gain the skills, and develop the powers necessary for success in the field of shorthand. The demands of the business world should, therefore, be known and understood by the teacher, in order that pupils who are graduated may be intelligently and efficiently prepared to perform the duties expected of them.

Daily pupil growth should be chief among the objectives of shorthand teaching.

SOCIALIZATION OF BUSINESS LAW

Mr. Andruss concludes his article on socialized business law with an outline for a one-year course

H. A. ANDRUSS

Director of the Department of Commerce,
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FOR the purpose of giving the writer's contention definite form so that productive discussion may continue until a one-year socialized law course is made possible, an outline is given showing the nature of the material and the time spent on each of the units.

It is hoped that criticisms based on this outline will serve to call the attention of general educators, commercial educators, and textbook publishers to the future possibilities of business law for all consumer citizens.

In examining this outline one should keep in mind that all commercial subjects have different stages of emphasis. In private schools there was a definite vocational emphasis. On being transplanted to the public secondary schools there was an economic emphasis added to the vocational. Either of these might predominate according to the subject and the

methods of teaching. With the further adaptation of legal information for general use, the social or non-technical value must be stressed. This change in emphasis demands a re-organization of existing subject matter.

The course outline which follows is divided into two semesters. The first semester is required in either the eleventh or the twelfth year. It is desirable that it follow American history and civics. It may be substituted for certain history studies which contribute little to an understanding of modern social problems. The second semester is a required subject for all commercial students and an elective course for non-commercial college preparatory, or academic students. For those students who pursue neither a commercial nor college preparatory curriculum, the year course in business law might well be a required subject.

SOCIALIZED BUSINESS LAW

FIRST SEMESTER

Unit I. The Judicial Function of Government (5 weeks)

1. Law and Government
 - a. Nature and Kinds of Law
 - b. The Constitution and Business Law
 - c. The Functions of Courts
 - d. Court Trial Procedure
2. Property and Property Rights
 - a. Kinds of Property
 - b. Estates in Real Property
 - c. Title and Liens on Personal Property
3. Law and Equity
 - a. Organization of Law Courts
 - b. Organization of Equity or Chancery Courts
 - c. Remedial versus Preventive Jurisprudence
4. Common Business Torts
 - a. Torts, Misdemeanors, and Crimes
 - b. Negligence
 - c. Automobile Torts
 - d. Damages Arising from Torts and Breach of Contract

Unit II. Formation, Operation, and Discharge of Contracts (5 weeks)

1. Offer and Acceptance or Mutual Assent
2. Capacity of Parties to Contract
3. Consideration and Seal
4. Reality of Consent
5. Legality of Subject Matter
6. Written Contracts
7. Statute of Frauds
8. Operation and Interpretation of Contracts
9. Transfer of Contractual Rights and Duties
10. Termination or Discharge of Contracts

Unit III. Personal Property (4 weeks)

1. Nature of Personal Property and Real Property
2. Sales of Goods
3. Transfer of Title
4. Warranties
5. Remedies
6. Chattel Mortgages
7. Pledges of Goods
8. Installment Sales
9. Bailments of Personal Property
10. Rights and Duties of Bailors
11. Rights and Duties of Bailees
12. Credit Sales by Lease Agreements

Unit IV. Negotiable Instruments (4 weeks)

1. Nature of Negotiability
2. Requirements of Negotiability
3. Bearer and Order Instruments
4. Indorsements
5. Rights of a Holder in Due Course

(Actual legal forms will be filled out, endorsed and accepted in Units III and IV. Owing to the more useful nature of negotiable instruments, there will be a larger number in Unit IV than Unit III.)

SECOND SEMESTER

Unit V. Agency (2 weeks)

1. Nature of Agency Contracts
2. Duties of Principals and Agents
3. Rights of Principals and Agents
4. Rights and Duties of Third Parties
5. Discharge of Agency Contracts

Unit VI. Master and Servant (1 week)

1. Distinction between Agents and Servants as Employees
2. Rights and Duties of Master and Servant
3. Workmen's Compensation Law and Unemployment Insurance

Unit VII. Partnership (3 weeks)

1. Formation of Partnerships
2. Rights and Duties of Partners among Themselves
3. Rights and Duties of Partners to Third Parties
4. Dissolution of Partnerships
5. Miscellaneous Types of Partnerships (Joint Stock Company, Joint Venture, Massachusetts Trusts, Limited Partnerships, and Limited Partnership Associations)
6. Characteristics of Partnerships

(This will include liability, transferability of ownership interest and will pave the way for characteristics of the corporation.)

Unit VIII. Corporation (4 weeks)

1. Definition and Nature of a Corporation
2. Characteristics of a Corporation (compared with those of partnership)
3. Formation of a Corporation
4. Management of a Corporation
5. Rights of the Stockholders
6. Financial Equities in a Corporation (investment advice)
7. Dividends and Surplus of the Corporation
8. Government Regulation and Taxation of the Corporation
9. Trusts and Monopolies
10. Ultra Vires Acts
11. Dissolution of Corporations

Unit IX. Insurance (2 weeks)

1. Life Insurance
2. Fire Insurance
3. Casualty Insurance
4. Life Insurance as a Means of Thrift and Investment

Unit X. Guaranty and Suretyship (1 week)

1. Definition and Distinction between Guaranty and Suretyship
2. Fidelity Bonds
3. Relationship to Negotiable Paper

Unit XI. Real Property (3 weeks)

1. Nature of Real Property
2. Different Kinds of Real Property, Equities, and Estates
3. Transfer of Title to Real Property—Deeds and Dowry Rights
4. Real Property as Security for Debt—Mortgages
5. Need for Expert Legal Advice
6. Problem of Depreciation and Depletion of Real Property
7. Problem of Home Ownership
8. Ways to Buy a Home

Unit XII. Wills and Estates (2 weeks)

1. Advantages of Making a Will
2. Disadvantage of Intestacy — Inheritance Taxes
3. Kinds of Estates Created by Wills
4. Probating Wills
5. Writing a Will

The most practical consumer information is placed in the first semester in the units on contracts, sales and bailment of personal property, and negotiable instruments. This legal information is introduced only after the student knows the relation of law in business to our national and state government.

In the second semester some of the social problems presented from the legal point of view are: Workmen's compensation laws, unemployment insurance, types of business organizations having unlimited liability as discussed in Unit VII, investment advice for corporation investors, nature of dividends and surplus, government regulation of corporations and the trust problem, the investment phase of life insurance, fidelity bonds, depreciation and depletion of real property interests, home ownership, and the advantages of writing a will.

These social problems are not an integral part of the traditional course. Shall we include them in future courses of law in business?

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A COURSE IN CONSUMER ECONOMICS

The study of marketing is being sadly slighted by commercial educators, holds Mr. Price, who continues in this issue with a glimpse into marketing functions

RAY G. PRICE

Horace Mann School
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THE third unit in this outline is planned to give the student an insight into the functions and workings of the market.

Our work in commercial education in the field of distribution is exceedingly narrow in that it provides training in only one limited field of marketing, that is, over the counter selling or salesmanship. The distribution of commodities by business has grown to be ever more important in the last fifty years. Marketing employs an ever increasing number of people and the cost of distributing the products of business costs an ever-larger proportion of the total costs of doing business

as well as determines in a large measure the success or failure of a business. Marketing also affects, in no small way, the one who eventually pays the price for distribution waste and inefficiency—the consumer. Yet the schools, the business education departments of the schools are content to coast along on their *past* glory of preparing stenographers, bookkeepers, sales clerks, and general office clerks, neglecting the vast and fertile field of marketing.

An understanding of the broad field of marketing will give the consumer a better understanding of his problems as a buyer.

OUTLINE FOR UNIT III

1. MARKETING GOODS

A. Evolution of Marketing

1. Early Stages of Distribution

B. Development of Marketing Services

1. Essential Functions of Marketing

2. Selling

- a. Personal salesmanship
- b. Advertising
- c. Social aspects of selling

3. Buying

- a. Buying farm products
- b. Retail buying
- c. Buying by manufacturers

4. Transportation

- a. Transportation and market development
- b. Transportation and the modern market

5. Storage

- a. Nature
- b. Facilities
- c. Cost of storage
- d. Storage and prices

6. Grading

- a. Standardization and simplification
- b. Uniformity of grading

7. Finance

- a. Methods of market finance
- b. Financing the sale of manufactured goods

8. Risk

- a. Types of market risks
- b. How risks are reduced

C. Marketing Farm Products

- 1. Local Markets
- 2. Cooperative Associations
- 3. Traveling Buyers
- 4. Retail Stores
- 5. Commission House
- 6. The Broker
- 7. The Jobber
- 8. Auction Sale
- 9. Retail Sale of Farm Products

D. Marketing Manufactured Goods

- 1. Wholesaling
 - a. Middlemen
 - b. Types of wholesalers
 - c. Functions of wholesalers
 - d. Extension of credit
 - e. Manufacturers' agents
- 2. Retailing
 - a. Functions of retailing
 - b. General store

- c. Specialty stores
- d. Department stores
- e. Chain stores
- f. Voluntary chains
- g. Mail order houses
- h. House to house selling

E. Market Policies and Management

- 1. Price Policy
- 2. Distribution Policy
- 3. Branded Products
- 4. Sales Management
 - a. Functions of sales manager
 - b. Market research
 - c. Sales promotion
 - d. Sales organization
 - e. Management of sales force

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UNIT IV

In this day of complicated and intricate market conditions, the buying of goods by the ultimate consumer is a difficult problem. The government and business apply technical knowledge in their buying, while the consumers do not enjoy this important privilege to aid them in making their purchases. The over-the-counter buyers need more specific information about the goods they must buy in order to prevent waste in spending their often meager incomes.

In this era of price competition, many products are designed to look like a product of high quality, but the results are often disappointing to the buyer.

Cartons and containers are many times designed to construe to the buyer a vastly different story than is actually the case.

The childish trait of waiting to get something for nothing, to beat the other fellow, has brought about the great deluge of bargain sales in which the advertiser "sells below cost" with the result of a decline in quality. Consumers must be taught to ascertain their needs and then to buy, by means of informed judgment, the best product for the price they can pay.

1. BUYING GOODS

A. General Rules of Buying

- 1. Determine Needs
- 2. Reading Advertisements
- 3. Quantity Purchases
- 4. Cash or Credit
- 5. Value and Price
- 6. Reading the Label

References

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- BANE: "How to Buy," *Ladies' Home Journal*, February, 1931
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- LADIES' HOME JOURNAL: "How to Go Shopping," Pamphlet, 6c.
- O'BRIEN, RUTH: "Buying for the Family," *Journal of Home Economics*, March, 1930, p. 197
- PRESIDENT'S CONFERENCE ON HOME BUILDING AND HOME OWNERSHIP: "Household Management and Kitchens," Chap. 4
- SMITH, KATHERINE A.: "Labels on Food Packages a Safe Guide to Buyer if Text Carefully Read," *Superintendent of Documents*, Washington, D. C., 5c.

B. Buying Food

- 1. Kinds of Food
- 2. The Selection of Foods
 - a. Food selection on basis of quantity
 - b. Food selection on basis of quality
 - c. Selection on basis of energy requirements. (1) Proteins, fats, minerals, etc.
 - d. Selection on basis of cost
 - e. Buying package and bulk foods
 - f. Selection of food in relation to season and price
- 3. Preparation of Food
- 4. Storing and Preserving Foods

5. Wastes in the Use of Food
6. Agencies Furnishing Food Buying Aids

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- BLINKS, R. D. and MOORE, W.: "Food Purchasing for the Home," *Lippincott Co.*, 1930
- CHANEY, M. S.: "Truth in Food Advertising," *Journal of Home Economics*, August, 1932, p. 705
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- GEIGER, J. C. and GRAY, J. P.: "Food Poisoning," *American Journal of Public Health and Nation's Health*, October, 1933, p. 1039
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- HAWLEY, EDITH: "Economics of Food Consumption," *McGraw Hill*, 1932
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"Canned Foods"
"Apples"
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"Fresh Vegetables"
"Fruits, Fresh and Dried"
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- WHARTON, W. R. M.: "How to Read the Label," U. S. Dept. of Agriculture, Food and Drug Administration. Excerpts from a series of fifty-two radio talks. Free.
- CONSUMERS' RESEARCH, Washington, New Jersey. Many of their Handbooks of Buying contain valuable information on foods

C. Buying Clothing

1. Fashions in Clothing
 - a. Effect upon choice
 - b. Effect upon cost
2. Selection of Clothing
 - a. Selection on basis of quality

- b. Selection on basis of tests
- c. Selection on basis of brands
3. Repair and Care of Clothing

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- THOR, E. K., and MAY, L. C.: "How Women Select Dresses," *Journal of Home Economics*, August, 1933, p. 573
- U. S. DEPARTMENT OF AGRICULTURE: "Leather Shoes—Selection and Care," *Farmers Bulletin* No. 1523, 5c, "Selection of Cotton Fabrics," *Farmers Bulletin* No. 1449, 5c
- WASHINGTON STATE COLLEGE: "How to Judge Fabrics," *Extension Service*, Pullman, Washington

D. Buying Drugs and Cosmetics

1. Kinds and Their Use
2. Selection of Drugs and Cosmetics
 - a. Selection on basis of quality
 - (1) Harmful and poisonous drugs and cosmetics
3. Brands and their Reliability
4. Methods of Determining Quality

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- LENER, CHARLES: "Feminine Beautification," *Hygeia*, Jan., 1934, p. 45

LERNER, CHARLES: "Cosmetics," *Hygeia*, Feb., 1934, p. 159

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E. Buying Household Fabrics, Supplies, and Appliances

1. Kinds of Fabrics, Supplies, and Appliances Used in the Home
2. Selection of the Articles
 - a. Selection on basis of suitability
 - b. Selection on basis of durability
 - c. Selection on basis of quality
3. When and How to Buy
4. Comparative Prices
5. Tests for Fabrics
6. Agencies

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BLACKBURN, BURR, and DODGE, BERNICE: "Sheets and

Pillow Cases, Blankets, Table Linen, Bath Towels," Chap. II of Better Buymanship. Household Finance Corporation, Chicago, Illinois. Chaps. 1 to 6, 15c. "Floor Coverings," Chap. 10. Chaps. 7 to 12, 15c.

CONSUMERS' RESEARCH: Most any of the handbooks of buying have good references on appliances and supplies

LADIES' HOME JOURNAL—How to Buy: "Electric Washers," "Mirrors," "Food Mixers and Beaters," "Automatic Refrigerators," "Gas Ranges," "Oriental Rugs," "Pillows," "Electrical Ranges," "Linoleum." Each 3c.

LYNDE, CARLETON J.: The Dirt-lifting Efficiency and Wear Produced on Carpets by Different Types of Vacuum Sweepers," *Journal of Home Economics*, March, 1932, p. 257.

O'BRIEN, RUTH: "Quality Guides in Buying Sheets and Pillow Cases," *Superintendent of Documents*, Washington, D. C., Leaflet No. 103, 5c.

ROBERTS, E. H.: "Mrs. Smith Buys Some Sheets," Washington State College, Radio Station K. W. S. C., Pullman, Washington.

Note: The writer wishes to acknowledge the following sources of material as an aid in the preparation of the first four units of this course: "Outline of a Course in Consumer Problems," Consumers' Research, Inc. "Economics of Consumption," Paul H. Nystrom, Ronald Press. Historical Outlook—"Outline for a Practical Unit in Consumption Economics," Proctor W. Maynard. "Introduction to Business Management," Maynard, H. H., Weidler, W. C., and Reyer, K. D., Ronald Press. "The Tragedy of Waste," Stuart Chase, Macmillan.

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PERSONALS

ANOTHER honor has come to the dean of business women on the Pacific Coast. Alpha Iota, a national honorary business sorority, has elected Frances Effinger Raymond to an honorary membership. Mrs. Raymond is the first woman in the west to receive this honor.

MISS JANE CHURCH resigned her position as Supervisor of Commerce at the Illinois State Normal University in September and accepted the position of Assistant Professor of Secretarial Management at the University of Toledo. She is in charge of a new department under the Division of Commercial Administration. In addition to her departmental duties, she acts as adviser for all the women students in the College of Business Administration. The University of Toledo is developing many new courses, and three new buildings are in process of construction. Some 2,200 students are in attendance.

Business Education marches on!

Business Education Calendar

December

- 1 New York State Business Education Association, Albany
- 5-8 American Vocational Association, Detroit
- 17-19 California Commercial Teachers Association—Oakland, San Francisco, Los Angeles, Fresno, Sacramento
- 26 American Association of Commercial Colleges, Chicago
- 26 National Association of Accredited Commercial Schools, Chicago
- 26-28 Pennsylvania State Education Association, Northeastern District, Harrisburg
- 26-29 National Commercial Teachers Federation, Chicago
- 26-29 National Council of Business Education, Chicago
- 27-28 Oregon State Teachers Association, Portland

January

- 20 California Business Educational Association, Central Section, Merced

ARTISTIC TYPEWRITING

Director, MARGARET M. McGINN

Head, Typewriting Department, Bay Path
Institute, Springfield, Massachusetts

WE ARE CONVINCED that a great many of our readers are artistically minded. Since the publication in the September issue of Miss McGinn's article, "The Typewriting Artist," illustrated by one of her student's designs, we have received a great many requests for more designs.

The BUSINESS EDUCATION WORLD gives its readers what they want! This issue sees a new continuing feature, "Artistic Typewriting," added to the magazine. Miss McGinn has graciously consented to "exhibit" some of the best designs in her students' collection.

This month she has chosen a most appropriate one, "The Season's Greetings." The design was taken from a German crochet book that was brought from Germany over fifty years ago by the grandmother of the student who originally typed the design. Unfortunately, the colors used in the original design cannot be shown in this reproduction.—C. I. B.

ARTISTIC TYPEWRITING is really a form of self-expression in which individuality and quality are added in the measure of one's appreciation. It gives the advanced students a broader and more practical training in typewriting. It is a good way to stimulate students to do their best. I find that exhibits in the typewriting department are a great stimulus to the beginning class as well as the advanced and there is no doubt that students take more interest in preparing work that is to be exhibited than if it is merely "required" in the course.

Original ideas require time, thought, patience and labor, but who does not fully appreciate such original ideas! The many different characters can be cleverly arranged in attractive combinations.

The average student possesses much taste and skill that can be exercised in artistic typewriting.—M. M. M.



SEASON'S GREETINGS



Commercial students employing their time profitably at Haskell Institute, Lawrence, Kansas

TRAINING THE INDIAN FOR BUSINESS

Students at Haskell Institute are being groomed for business careers, thanks to a more sympathetic attitude on the part of the governmental departments, and the keen interest of the students themselves

W. T. JOHNSON

Head of the Commercial Department, Haskell Institute,
Lawrence, Kansas

WHEN John Collier, the present Commissioner of Indian Affairs, took the oath of office, a new hope was animated in the breast of the American Indian, for Mr. Collier had long been a student of the social and economic conditions of this great minority group of our population. The Indians, bound and gagged on every hand by a system of Federal absolutism, had gradually been reduced to a condition of peonage. Mr. Collier is the compelling force back of certain pieces of legislation which, it is the hope of many Indians, as well as the friends of the Indian, will lift them out of this state. He hopes to replace Federal dictatorship by planned cooperation between the Federal Government and organized responsible communities of Indians. One of the first acts of his administration was the securing of the cooperation of the Honorable Harold L. Ickes, Secretary of the Interior, in the allocating of certain specified sums of money for the Indians who were under the Bureau of Indian Affairs. This money was to be used for the Indians in Emergency Conservation work.

The Work is Organized

It then became necessary to organize a staff that would administer a program of conservation work to be carried on through the agencies on reservations scattered throughout twenty-two states, from the Mississippi River west to the Pacific Ocean, and from the Canadian boundary to the Mexican border. Two projects were to be carried on outside this area—one in North Carolina and one in Florida. In all, seventy-two agency units, with many camps under each unit, were engaged in this conservation work at the first anniversary of the undertaking of this great project, which,

in less than a year, had 14,000 Indians enrolled in its activities. In the vast organization which was knit together to handle the administrative affairs of this great enterprise the question was: Can we find Indians with native ability and training to fill the technical, supervisory, and executive posts? The Indians met the challenge with a most gratifying enthusiasm and vigor and have not only sustained this enthusiasm, but have displayed a technical and supervisory ability that fully justifies the efforts in their behalf.

The Indians trained in the Haskell Institute commercial department have played a big part in the success of the undertaking. The following quotation from the *Indian Leader*, Lawrence, Kansas, under date of February 9, 1934, bears mute witness of their participation in this far-flung organization: "With the ECW, the PWA, and the CWA doing a great deal of work in the Indian territories under the emergency program, there has been a constant demand for clerical help of one kind or another. Many of these positions have been filled by graduates from the Haskell Institute commercial department. Since the first of August fifty-one graduates from that department have found employment in offices in the Government Service or with private business organizations. These former students of Haskell are now located in thirteen states and span a distance from New York to Oregon and to New Mexico. Fourteen are in Arizona, three in North Dakota, four in South Dakota, one in Idaho, six in Kansas, one in Michigan, one in Missouri, three in Montana, one in New York, one in New Mexico, fourteen in Oklahoma, one in Oregon, and one in Wisconsin."

Indian boys and girls who enter Haskell Institute are enrolled from twenty-six states

and represent approximately eighty tribes. Those who enter the course in commercial training see business as the most productive source of prospective jobs, at the same time, they realize the necessity for special training in order that they may compete successfully in business.

The curriculum in the Haskell Institute commercial department has been molded by those responsible for its set-up with the idea in mind that all subject matter used for instructional purposes should give some general business information. To this end, an abundance of material dealing with the manifold social and economic problems of the world has been assembled and made available for class use. Through the use of this sort of material, it is hoped to develop good citizens as well as efficient workers. Because of this two-fold aim, many educational traditions have passed into the discard, to be replaced by methods that have met the challenge of new and changing situations. These new courses provide not only training in the use of the simple devices usually found in an office as aids in bookkeeping and in dictation, but they reach out to include the highly specialized procedure in accounting and secretarial training, as well as the accepted conventions of society.

The commercial curriculum in the Haskell Institute is always in a process of evolution. Let me illustrate this by saying that while the students are reviewing grammar and study-

ing business English, they also branch out in a new direction in their second or review course in this subject. They no longer spend all the time on grammar and in the writing of business letters. In order that the students may acquire a broader viewpoint and a knowledge of everyday affairs both in life and in business, the senior English course has been changed into one that more nearly resembles a course in economic history. The result is a wider range of interests in everyday reading.

More than fifty pamphlets are used in this course as "broadening" materials in developing the students' vocabulary, civic consciousness, and consumer functions. These pamphlets deal with such varied topics as Russia and her experiment on mechanizing her industries; the burning of hundreds of millions of pounds of coffee in Brazil; the destruction of fruit in the United States to prevent its reaching the market; the plowing under of cotton, and the killing of small pigs to bolster up prices. The theory of wages and hours of labor take on a new meaning when the student studies our immigration laws and how the restrictions of 1924 became part of our legislation.

In the bookkeeping and elementary accounting division the curriculum makers have taken into consideration the experiences and aptitudes of the individual. For the beginner there are two courses in bookkeeping and elementary accounting; while for those who have



Fairchild Aerial Surveys Inc.
Air view of the Chimopory Village on the Hopi Indian Reservation in Arizona—
a far cry from the modern buildings of Haskell Institute, at Lawrence, Kansas

had some previous training in the subject, a more complete and a more highly specialized course is offered. The individual who has not had this special training or has not in some way demonstrated a special aptitude for this type of work approaches the subject in a more elementary manner, but he is encouraged to complete his course as rapidly as is consistent with his individual ability rather than that of the class.

In the second and final year of this course these two groups who entered the elementary bookkeeping department are placed under an instructor who has had years of teaching experience as well as years of experience in both private and government accounting offices. The advanced work in the course in bookkeeping incorporates the reports that are required by the various accounting departments of the Government. These reports are carefully analyzed and interpreted as a preliminary step in the training in Government Service accounting.

Next, the student functions in a model office as a clerk in the various divisions of the accounting section. He then advances to the position of a chief clerk where it is necessary for him to handle the correspondence and to organize and compile the reports required from that office. The organization and the carrying on of this work is under the direction of the accounting division in the Indian Office at Washington. Whenever a change is made in any form or in any law, or in the method of handling of an account, the commercial department at Haskell Institute is notified immediately and its course is changed accordingly. Through this coordination the plans and forms used by the student in his class work are the same as those he will be called upon to use when he goes into the field.

The student, in addition to receiving this training in Government Service accounting, also has an opportunity to study the problems that face office workers under actual production conditions in the school administrative offices. While in the administrative offices, the student fills the position of stenographer or clerk, working under conditions identical with those of a regular employee.

At the end of approximately six weeks a report is made on each student, both from the standpoint of his efficiency and from his personal traits and habits. Before a student is sent out on another assignment, the information disclosed by this report is placed in the hands of his instructors and every possi-

ble effort is made to strengthen the student along lines necessary for his proper conduct and general efficiency on the next assignment.

One of the most recent developments in the commercial department is a course in socialized personal development. In a certain measure, this course has taken over many of the topics that were included in a course formerly offered under the name of Salesmanship. About a year and a half ago, an effort was made to find out just what situations made it embarrassing or difficult for a young person when he went out into an office and participated in the social life of his business associates. Under the skillful guidance of one of our instructors, the students themselves, and many of our graduates, brought in questions in regard to just what was the proper conduct in certain situations. With these questions as a beginning, we are now formulating a course that will, we hope, make it possible



W. T. JOHNSON

for a student to familiarize himself with the ordinary practices of society. Already the response to our efforts is encouraging.

That our graduates have been successful in carrying on the duties of stenographer, private secretary, bookkeeper, and accountant in direct competition with other races is evidenced by the fact that in Washington, as well as elsewhere throughout the United States, there are hundreds of successful Indians who were trained at Haskell.

SOME FAMO

**Bridge building is
the world's modern**



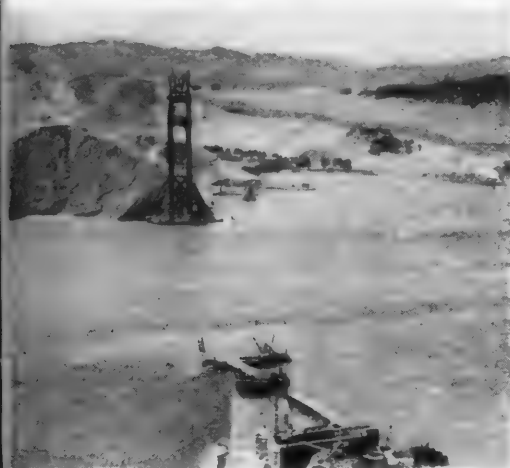
GALLOWAY

A glimpse of pioneer America—
a covered bridge near Covington, Ky.



INTERNATIONAL

The Kill Van Kull, which links
Bayonne, N. J., with Staten Island



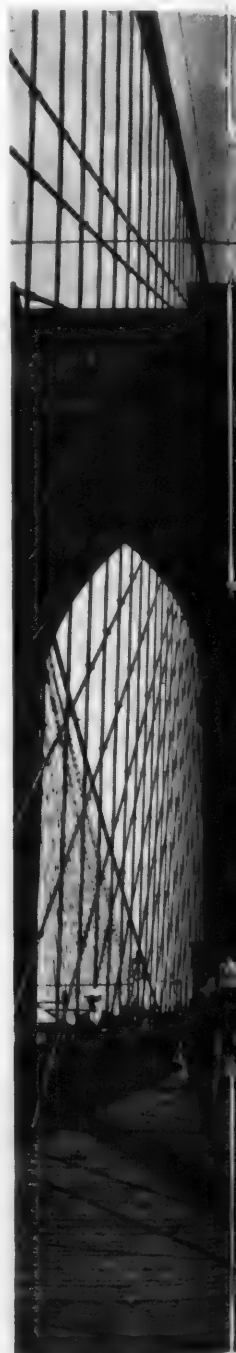
ASSOCIATED OIL CO

The world's largest suspension
bridge will soon span the Golden
Gate, San Francisco Bay entrance

Tower on the southern
side of the San Fran-
cisco-Oakland Bay
bridge (below), rising
475 feet in the air, to
dwarf the neighborhood



ASSOCIATED OIL CO.

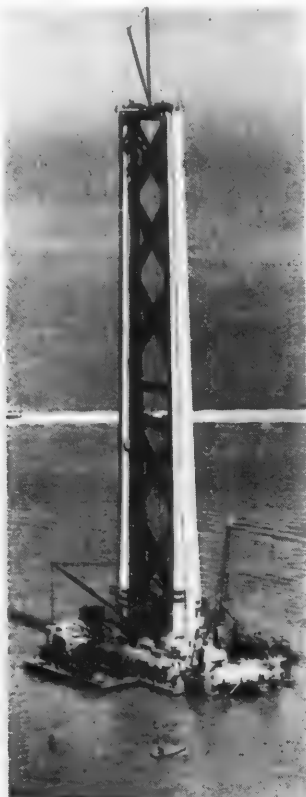


IOUS BRIDGES

has become one of
ern business wonders



GALLOWAY



ASSOCIATED OIL CO.

Brooklyn Bridge, one of America's perennial wonders (left), and above, another tower of the bridge over Oakland Bay, a monument to progress in modern transportation



INTERNATIONAL

Hell Gate, one of the famous arteries leading to New York City



INTERNATIONAL

The Camden bridge, which joins the New Jersey city and Philadelphia



INTERNATIONAL

One of Canada's famous bridges, the picturesque Quebec bridge which spans the St. Lawrence

CREEDS OF THE EXPERT SECRETARY

MARGARET SCOTT MILLER

Manager Employment Agency, Typewriter Division,
Remington-Rand, Inc., New York City

LAST month I discussed the training which I believe is necessary for the expert secretary. It becomes increasingly apparent that, to achieve professional stature, a secretary today must prove competence well beyond the average.

For supplementary skills required in secretarial practice, I cite the creeds of four outstanding successful secretaries:

1. A secretary, who recently became the first woman Assistant General Eastern Agent for a large railroad system, believes "success follows hard work, cooperation—regardless of race, creed or color—meeting others halfway, and constant hewing to the line of self-improvement."

2. A secretary, who became a continuity woman and play reader for an outstanding motion picture company, warns against "inflicting your will on your Chief, even if he dictates incorrectly, or gives directions difficult to execute."

3. A secretary, who has done free lance newspaper work abroad and has participated in many famous political campaigns, believes that "in addition to Training plus, one should maintain one's self-respect, yet be self-effacing."

4. Finally, there is Miss Pauline Goldbloom, who for sixteen years had charge of stenographers and trained the secretaries for the Remington Typewriter Company. She demands *perfection* in secretarial mechanics. She has found that to be a good secretary one must have a desire to please, to be self-effacing, to study the job from the employer's angle, and to remove causes of irritation."

Other factors mentioned as aids to success were:

A serious, yet cheerful, personality.

A manner devoid of "swank" and arrogance.

Unobtrusive tact in correcting errors. (When tact becomes obtrusive, it ceases to be tact.)

Avoidance of sarcasm and ridicule. (How often the "boss" wonders if he is the subject!)

Even if the "power behind the throne," the secretary must remember that she is a subordinate.

Arrive *before* and depart *after* the Chief.

Never fight the job. If it piles up forbiddingly, dispose of things according to their urgency.

Strive to get the dictator's personality into his letter, even at the cost of some grammatical corrections.

Develop judgment and understanding of people by studying those you work with and for.

The more clever and intelligent the secretary, the longer should be her training in self-discipline.

Finally, business "plums" are won only through the exercise of Initiative, Intelligence, Sound Judgment, and kindred qualities, and Hard Work.

• • •

THE Graduate School of the University of Detroit is now offering a group of courses in commercial education, and plans are under way to add other courses including a methods course in shorthand and typewriting during the summer session.

Dr. Paul D. Sullivan is the dean of the graduate school, and the instructor in charge of the courses in commercial education is Clyde W. Kammerer, head of the commercial department, Central High School, Detroit. His courses will receive full credit on either the undergraduate or graduate level.

WILLIAM H. COUGHLAN spent forty-one years of his life as a teacher. He began teaching in the rural schools of Miami County, Indiana. From there he went to Peru, Indiana, as a teacher of mathematics. In 1906 he was appointed head of the commercial department of the High School at Kokomo, and remained in that position until his death on September 23. He was known throughout his home state as a teacher and administrator of sterling merit.

COMMERCIAL STUDENT CLUBS

Editor, DORA H. PITTS

Western High School, Detroit, Michigan

[Have you ever had difficulty in finding interesting and at the same time educational games for your clubs? I am very sure that all the readers of this department will welcome, as I do, the lists so thoughtfully prepared and sent in by Miss Gertrude McDaniel of the High School of Commerce, Detroit, Michigan. She also gives many other valuable suggestions, and the history of her club should certainly prove encouraging to those teachers about to initiate such an organization in their schools.—D. H. P.]

HOW to make a commercial club function profitably to the members has been a problem to every club sponsor. To do so requires much time for planning on the part of the sponsor because the members themselves are usually too young and inexperienced to take much initiative. The groups with which I have worked average sixteen or seventeen years of age—too young to want to do serious work all the time; pleased with games and contests even though the prizes came out of the dime store.

Membership

Our club at the Detroit High School of Commerce is called the Shorthand Scribes. The name for the club was chosen by the members from a list submitted by themselves at the organization of the club. Students who have passed Shorthand 1, 2, 3, 4, or 5 with an A or B grade (above 85) are eligible for membership. If a member receives a C grade (below 85), he is on probation until next card marking. We hope he will bring his grade up, but if he doesn't, he is dropped from the club. We have a very pretty, small gold pin which the members are proud to wear.

Honor Award

An honor award is given to students who have been active members for at least three consecutive terms and have won twenty-five or more honor points. The honor points are obtained by giving weighted values for the following:

Passing the 100-, 120-, or 140-word Gregg Transcription test

Earning a Gregg Writer Competent Typist pin or writing a 15-minute typewriting test at

50 words a minute with not more than one error for each 100 gross words

Holding office

Acting on a committee

Winning the term project contest

Winning a shorthand game contest

Most of our award winners have acquired between 30 and 40 points before they are given the prize, a Gregg fountain pen.

Semester Projects

We try to make the programs and projects fulfill the purposes of the club—inspirational, educational, recreational, and social. We who are in the larger cities have the advantage of conducted tours through buildings, industrial plants, libraries, art museums, and the like. One term the club took several of these trips and the members wrote up and submitted reports. Another term we had business women talk on such topics as "How to Go About Applying for a Position," "Good Grooming and Its Importance in Business," "What an Employer Expects of His Office Worker," and "The Importance of Budgets." We have tried, but not very successfully, to get graduates of our school back to talk to the club on their experiences in business. Usually the students who can do this best, are too important to their employers to be able to leave their work. A synopsis of the talks should be submitted by the students working for the award.

Those two projects are not so good for the small town high school club. Here are some that could be used anywhere.

An effort to get the reading of shorthand at sight to equal the speed of reading from long-hand.

A very profitable project is to have the members write a review test on each chapter

of the Manual. Once we gave a definite outline of a test for them to follow: fifty spelling words, a one hundred-word dictation containing words not in the list, and theory questions. At that time, that was the type of test popular for Shorthand 1 and 2. The papers submitted on that project were all so good that each contestant received a Gregg pin as an award. And they were greatly pleased, because high school pupils love to collect pins.

A study of the personality factors that contribute to success in business, or anywhere else for that matter, appeals to most of the students. They can use the library for material.

We hope to practice social etiquette this semester, probably by having a group of members demonstrate what to do in a given situation. Our school library contains some very good reference books, and we hope our members can plan and act out a scene with little help from the sponsor.

KEY\$ Last, and just what you have been
and waiting for, is the project which con-
CUES sists in acting out "do's and don'ts"
of office behavior. Our secretary's books record that in 1929 and 1934 the club put on short plays showing how the good and bad secretary reacted to given situations. Now there is available this marvelous book, the answer to a commercial club sponsor's prayer, "KEY\$ and CUE\$," by the Findlays. I am sure that that book will put more pep into the school commercial clubs than anything else obtainable. High school students love to act, and to see each other act out plays. And they get the point, you can be sure of that, and it sticks.

Obviously, we have to vary the projects from semester to semester to keep the work from being monotonous to the members who stay with us two years.

Games and Contests

Now for the short games and contests that fill in the heavier programs. These are not original, but a collection of adaptations of old standbys.

1. Memory contest to see who can write the most brief forms or phrases from memory in a given time.

2. Write a long shorthand outline on the board and have the members make as many

small ones as they can from it in a given time, in shorthand, of course.

3. Ask the members to bring in the most graceful phrase or word, or the most unique one that they can find.

4. Write all the shorthand words remembered that begin with a given letter of the alphabet.

5. The 140-word Gregg Transcription winners enjoy giving a demonstration of their ability before the younger members.

6. To get the group mixed, pass out slips with a single word written in shorthand and have them find the person who holds a slip containing a word that goes with it, as peaches on one slip, cream on the other; turkey on one, cranberries on the other. Split song titles or wise sayings. A number of other word groups or sentences could be used.

7. An observation contest written in shorthand is enlightening. Place several objects on a table and after viewing them a few minutes, have the members write in shorthand all they remember.

8. A timed contest in writing shorthand homonyms, as, *cake, character; may, my; reap, reply*; etc.

9. Revive cross-word puzzles in shorthand.

10. Make a picture or design with shorthand characters.

11. The longest and best brief-form sentence.

12. Penmanship contest.

13. A contest to see who can be first to write in shorthand eight lines of poetry from memory.

14. Write an "ad" for a position; limit, twenty words. Have the members choose the best.

15. Have the members bring in advertisements for stenographers or secretaries. Select one to answer. The typed answers will be brought in at the next meeting, and the best ones selected.

16. See how many can write the names of all the parts of a typewriter.

17. An original alphabetical sentence for typing practice.

18. Dictate a list of cities in the United States, not the best known, the members to write the cities *and the states* in shorthand.

19. Write from memory in a given time, all the geographical words remembered that begin with a given letter of the alphabet.

20. Discussion of costumes to wear to office. The members can stage a fashion show with pictures from magazines or newspaper advertisements. Extend this discussion to include hairdressing, makeup, and care of the hands.

21. Discussion on home and personal budgets. Material can be brought in by students. Some banks and newspapers have free budget information.

22. A clipping file can be kept up if the students are alert to watch for articles on subjects of interest to office workers.

MRS. ROOSEVELT RETURNS TO THE RADIO

MRS. FRANKLIN D. ROOSEVELT inaugurated a series of nationwide broadcasts on the subject of child education on Sunday evening, November 11. The program has been arranged by the typewriter manufacturing industry through the Typewriter Educational Research Bureau and marks the resumption by the bureau of its work in developing the use of the typewriter as an instrument essential to education.

Mrs. Roosevelt's talks are given from 7:45 to 8 o'clock E.S.T. over Station WABC in New York and a coast-to-coast Columbia Broadcasting System network. Each one deals with some phase of modern education under the general subject of "Americans of Tomorrow" and refers to the studies made by Dr. Benjamin D. Wood of Columbia University and Dr. Frank Freeman of the University of Chicago, which revealed the logical use to be made of the typewriter in the elementary schools of the country.

The first lady of the land is ideally equipped to discuss education. She has played an important part in the education of countless young people through her association as

teacher and assistant principal of the Todhunter School in New York. Since moving to Washington in 1933, she has visited hundreds of schools ranging from the primitive one-room buildings of the Tennessee and Kentucky mountain districts to the principal experimental institutions in the large cities.

The four manufacturers of portable typewriters, Remington Rand, Royal, Underwood Elliott Fisher, and L. C. Smith and Corona, in underwriting the costs of Mrs. Roosevelt's broadcasts, have taken this means to express their appreciation of the work accomplished by the bureau since its organization in 1929. As in the case of her other sponsored broadcasts, Mrs. Roosevelt's fee will go to the American Friends Service Committee of Philadelphia for use in its charities, many of which are educational.

According to J. Lee Sweeney, Managing Director of the bureau headquarters at 100 East 42d Street, New York, a booklet pointing out the advantages of the typewriter in education is being prepared and will be mailed to listeners requesting it from the broadcasting stations.

23. Reports on the Story of Shorthand by Dr. Gregg, and biographies of famous shorthand writers.

24. Ask each member to bring in a joke and write it on the board in shorthand, a prize to be given for the most legible and amusing.

25. A discussion, appropriate now, on how to spend time out of school if out of work.

26. Write original limericks, or have a prize for the best line completing a limerick that has been written in shorthand on the board.

27. Posters advertising the club.

28. The best words for a club song, using any familiar tune.

29. An English spelling match of business words. Choose sides, the losers to treat the winners from a penny collection.

30. An artistic transcript contest. Dictate a letter difficult to arrange and ask that the typed transcripts be brought in and exhibited at the next meeting.

The giving of prizes may be a questionable incentive, but it has its appeal for high school students. We read the ads in the *Gregg Writer* and send for all the free samples to use as prizes. No shorthand student will scorn a good notebook, a pencil, pen, or a bracelet of paper clips.—*Gertrude McDaniel.*

Commercial Clubs in Contest

[Miss Amy Cheney of the Central High School, Minneapolis, Minnesota, writes us of an annual contest sponsored by two commercial clubs of that city. This friendly rivalry between neighboring schools should prove as exhilarating as football games. Don't you envy the happy coaches of the winners?]

For the past two years the Commercial Clubs of Roosevelt and Central High Schools in Minneapolis have sponsored a little friendly rivalry. This takes the form of a demonstration of shorthand and typing skill once each semester, alternating at the two schools. Six typists and six shorthand students are chosen to represent each school. The same student may take part in both tests. The entertaining department sets the auditorium stage with desks and typewriters. One of the teachers conducts a five-minute typing test and another dictates the shorthand take. This is short so that it will not become tiresome to the spectators and the papers can be checked quickly and the result announced at the close of the program.—*Amy Cheney.*

SIXTH ANNUAL MEDAL TEST FOR

Superior Skill Rewarded

THE announcement of the Sixth Annual Teachers' Medal Test in which the *Gregg Writer* presents solid Gold Medals and other awards in recognition of professional shorthand writing style is a challenge to every teacher of shorthand. Receiving the Gold Medal in recognition of a professional writing style is something to strive for, even apart from the intrinsic value of the beautiful award.

Our Gold Medallists are outstanding teachers of shorthand, whose students are among the best-trained students in the stenographic output each year. Because of the burdening effect, sometimes, of the multiple duties, studies, and emphasis upon other phases of the work fre-

quently placed upon teachers, the slogan in the shorthand class too often is, "Do as I say; not as I do," and with devastating effects upon the student's shorthand. The teacher who exhorts his class to write "lightly, fluently, swiftly, accurately"—mere words to a youngster who looks to the teacher for an illustration of what it means—and who is unable himself to produce an outline on the blackboard or on paper that by the widest stretch of the imagination can be termed any of these things is laboring under a distinct handicap. He may talk "fluency" to the class until he is deaf from the din of his own voice, and he will not beget an easy, graceful style of writing, except in a few isolated cases, unless he is able to supplement the exposition with demonstration.

Students approach shorthand all too often with the thought that it is difficult to write. The outlines look unfamiliar and are not associated immediately with anything they have previously written. If that were not true, the manual training for shorthand writing skill would be simple indeed. A teacher skilled in writing shorthand can, by a few strokes of his chalk as he breaks up an outline into its component parts, demonstrate that shorthand characters are written repeatedly in longhand and thus disarm his class at once. Students reward such presentation by writing good notes fluently from the beginning.

An outline or two on the blackboard during presentation, skillfully executed, has another advantage over verbal exposition: Writing, artistically done, stimulates admiration that will result in a desire on the part of the students to emulate the skill of the teacher.

Many teachers write *with* their students, using the blackboard for the purpose. This is a good teaching device if well handled. And the teacher gets some valuable practice in writing skill that will make easier the execution of outlines whenever it is necessary to bring out some point of penmanship. But let me add: Don't criticize the students' shorthand notes too minutely at the beginning—smooth, rhythmic movement is important at this point. Lead them, rather, to a better understanding of good notes through analysis of individual outlines after they can be written freely and confidently.



The Certificate of Proficiency

SHORTHAND TEACHERS ANNOUNCED

in Event Sponsored by The GREGG WRITER

FLORENCE ELAINE ULRICH

Editor, Art and Credentials Department of the
The Gregg Writer

Do it by way of criticism of your own notes on the board at first, if you will. This develops comradeship in the class—and your students will work more interestedly and better for you as a result. You, yourself, will quickly secure a smoothness in writing, and a confidence and pleasure in executing good notes before the class that will replace any timidity or hesitancy with which you may have begun this practice.

What has all that to do with the Medal Test? This: Suggesting methods for training your students to write good shorthand notes is just another way of leading you to the conclusion that an efficient job of teaching them to write well is best had when you can write skillfully yourself. Do not be afraid to reveal your limitations, if you have them, in this direction. Practice the test for this medal. Use both the blackboard and pen for your writing. Develop fluency and skill. Writing this project yourself will enable you better to understand the problems of your students, and the methods best employed to overcome them as you could not understand them before you undertook the systematic practice.

What about the students? They will take a lively interest in your practice. Watching you practice will awaken deeper interest in shorthand penmanship for them. They will rightly conclude that if you think so much practice and analytical study of shorthand notes is worthwhile for you, it must be for them. An indirect method of suggestion that works admirably.

Shorthand penmanship practice itself has possibilities in enjoyment and satisfaction equal to any you might derive from other effort. It is the pleasure and gratification of the artist. Shorthand to be beautiful must not be written haltingly, each symbol drawn by itself; but it ought to reflect simple ease, combined with swift motion, as the pen glides through the copy to a rhythmic and perfect whole. Practice accomplishes it, practice such as is afforded you shorthand teachers in this Teachers' Medal Test.

You have until January 31, 1935, 12 o'clock midnight.

Suggestions for the Preparation of the Test

1. The blackboard should be properly located with regard to lighting effects in order to secure a good photograph. Wash the board so that it is clean and black on which to write the final copy. Keep the point of the chalk sharpened, so that the writing line is of the same thickness throughout the copy. The photograph should be large enough to permit of proper analysis of your writing, and suitable for reproduction purposes should it be required.

2. If pen is used it may be either fountain pen or dip pen. Any good quality of ink, preferably black, will do. Do not use drawing ink.

The paper should be of good grade. It should be the standard penmanship size sheet $8\frac{1}{2} \times 11$. Write the notes in a column three inches wide; there is no restriction regarding length. Most writers do better work on paper having writing lines and we suggest, therefore, that ruled paper be used.

3. Write (preferably on the typewriter) your name, address, including city and state, and the school at which you are teaching on the top of the sheet; head it "Teachers' Medal Test," and state whether or not you have an O. G. A. Membership Certificate or any other award won in a previous Medal Test. Practice the copy as often as desired, or until the best specimen you are able to write is produced, before submitting your test. The closing date is January 31, 1935.

Bear in mind that expert writers of the system from many countries enter these tests each year, and let your effort be worthy of representing you. As we saw in the November issue of the BUSINESS EDUCATION WORLD the photograph of Dr. Helge Kokeritz of the University of Uppsala, Sweden, we recalled the beautiful specimen of notes he submitted in a *Gregg Writer* event, and for which he received one of



O. G. A. Medal
Lavalliere Style

the beautiful medals which will be awarded for this Test.

On the other hand, do not hesitate to send a specimen of your writing to us, regardless of what you yourself may think of it. *If it is your best work*, you will be benefited by having your notes come before this notable committee of judges of shorthand, because if they qualify, one of the awards will be sent you in recognition of your efforts, and if they do not qualify, you will receive personal suggestions on your notes which will help you to improve your writing and enable you to qualify in the next Test. This sympathetic criticism and analysis of your writing is *strictly personal and private*, and you need feel no hesitancy whatsoever about submitting your writing.

Every shorthand teacher, with a professional interest and pride in his work, should strive earnestly to be among the Gold Medallists. The list of notable teachers of the system is growing. The only requirement is a professional writing skill in shorthand such as every teacher needs for effective teaching of the subject. A teacher who does not qualify for the Medal this year may look forward to entering again next year. The applications may be repeated until the medal is attained.

To aid you in criticizing your notes, we sug-

gest that you analyze your writing with the following points in mind:

1. Writing must be smooth and fluent, secured by forming a mental picture of the outline before attempting to write it.

2. Notes should show a continuous writing movement with a gradual lift of the pen as each outline is nearing completion to secure the fade-away or tapering end-stroke. If your specimen of notes reflects stubby, thick lines at the end of characters, or if it is studded with dots, you are not adhering to this principle of continuous writing movement.

3. Curves should be properly formed. A study of the characters in the penmanship drills of the *Gregg Writer* will be helpful.

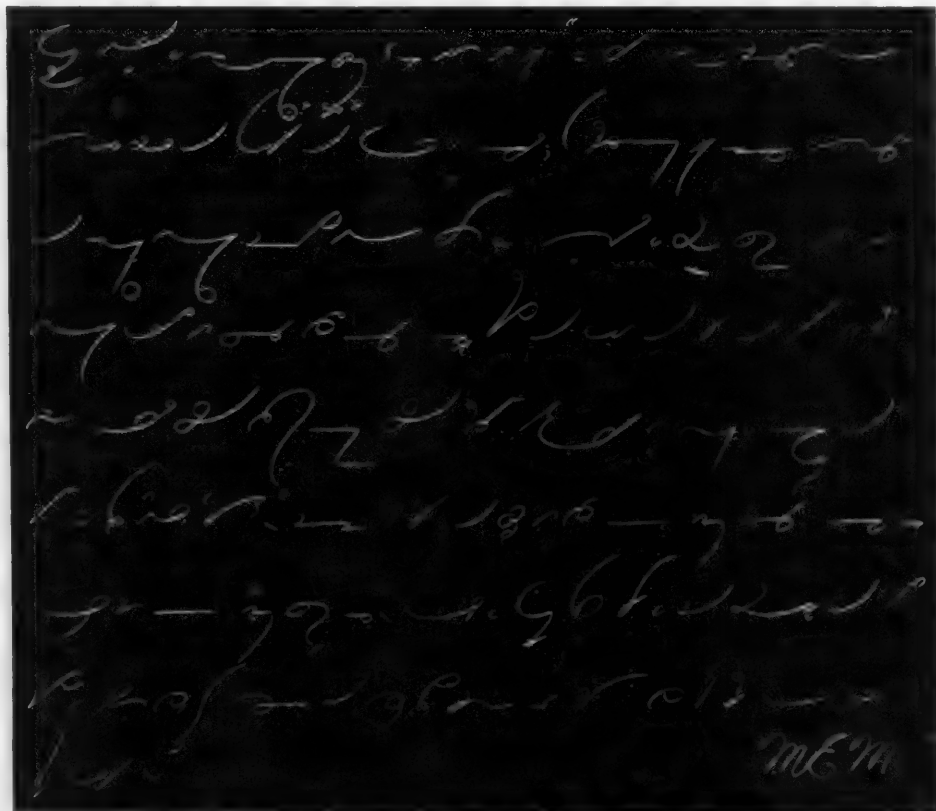
4. Slant should be uniform and good. Again see the official plates in your magazine or textbook.

5. Proportion in lengths of strokes and size of circles should be maintained throughout the specimen.

6. Joinings should be smooth and correct.

7. Hooks should be very small and correctly made, and s very short and properly curved.

8. The completed copy should show a "finished" skill as the result of the proper correlation of all of these points in a fine and symmetrical whole that is pleasing to the eye. This results from practice and more practice until the hand can glide smoothly through the entire copy,



A specimen of blackboard notes meriting a gold medal award. The writer is Mrs. Marie Marik Arnold, Haaren High School, New York, N. Y.

each character dripping steadily from the pen, as it were, in a rhythmic flow at whatever speed permits of the greatest ease and accuracy of execution. It may be written either from dictation or from memory, but a better style is secured where a group of words, or a sentence, is written as a whole, and you will thereby acquire better executorial technique for demonstration purposes before your pupils.

The committee of judges to pass upon the papers will consist of John Robert Gregg, Rupert P. SoRelle, Hubert A. Hagar, Guy S. Fry, Charles Lee Swem, and Florence Elaine Ulrich.

AWARDS

Gold Medal Award

A BEAUTIFUL O. G. A. gold medal in the form of a watch charm or a lavalier will be awarded every teacher who submits the test written in a style of shorthand that meets the judges' highest standard of penmanship proficiency. The names of all the winners of this prize will be published in this magazine in the Medal Roll of Honor.

Silver Medal Award

A BEAUTIFUL O. G. A. silver medal will be awarded every teacher whose test is rated on the second level of penmanship proficiency—a standard slightly below that of the first level.

THE OFFICIAL MEDAL TEST COPY

There are two kinds of artists in this world; those that work because the spirit is in them, and they cannot be silent if they would, and those that desire to reveal to others beauty that has awakened their own admiration.

The perfection of an art consists in the employment of a comprehensive system of laws concealed from the eye of the spectator, and in the production of effects that seem to flow spontaneously, whether regarded individually or in reference to the proposed result.

But the one thing that marks the true artist is a clear perception and a firm, bold hand, in distinction from that imperfect mental vision and uncertain touch which give us the feeble pictures and the lumpy statues of the mere artisans.

ciency—a standard slightly below that of the first level.

Proficiency Certificate Award

TO the teachers whose writing style is not up to the silver-medal proficiency, but is of sufficient merit to warrant recognition, certificates of proficiency bearing gold seals and red seals, respectively, will be awarded.

TEACHERS EXPRESS VIEWS

Reactions from those using our new course of study

IN the September issue (page 52) we announced a publication of a revision of the high school course of study in Gregg Shorthand prepared by the Research Department of the Gregg Publishing Company. Several hundred shorthand teachers are experimenting with this revised course of study this year. At the end of the year their findings and recommendations will be published.

Meanwhile we have received the following interesting responses:—

Catawba College
Salisbury, North Carolina

Gentlemen:

Last year I covered the first eight chapters of the Manual during the first semester. I also covered the corresponding work in Speed Studies, as well as "Words and Sentence Drills," by Mark I. Markett.

I feel that the students could easily take longer lessons in the beginning, and be just as well grounded in theory. Extra time was spent on brief forms and phrases.

This plan enabled us to cover the Manual in a shorter time, and gave more time for transcription work. Nearly three-fourths of

the class passed their one-hundred word letter test by the end of the school year.

I am greatly interested in this plan, because the idea of having a speed of one-hundred words at the end of the school year greatly encourages the students to better work.

Yours truly,

FLORENCE A. WEHR.

Miss Helen Johnson, Mapleton Consolidated School, Mapleton, Iowa, has written us:

"In answer to your request on page 186 of the November issue of the BUSINESS EDUCATION WORLD—I have been an instructor of shorthand theory for the past six years and cover between seven and eight chapters of the Gregg Manual in the first semester of shorthand. I feel that more interest is created and more effort is put forth on the part of the students by covering more work in a shorter period of time than is assigned in the first course of study. The second semester I give an intensive review of the entire Manual which I think is more effective than short assignments and no review."

Other comments are invited, so let us hear from you.—Editor.

BOOKS YOU SHOULD READ

Reviewed by DR. JESSIE GRAHAM

Alexander Hamilton High School,
Los Angeles, California

Valuable Reference

INTRODUCTORY GENERAL COURSE IN THE SOCIAL SCIENCES (Syllabus and Selected Readings), edited by Harry D. Gideonse, University of Chicago Bookstore, Chicago, Illinois, Third Preliminary Edition, September, 1933 (Pamphlet), 525 pp.

The purpose of the course in the social sciences for which this is the syllabus is "to study economic, political, and social institutions in the perspective of the industrial revolution . . . with a view to providing a suitable background for the understanding of the major social problems of the present day." The syllabus is topical in character with extensive references for the student's reading. Excerpts from various references are included.

This book will be a valuable reference book for the teacher of business subjects in preparing units of work dealing with the social sciences.

Problem Discussion

PROBLEMS OF THE TEACHING PERSONNEL, by Dennis H. Cooke, Ph.D., George Peabody College for Teachers, Longmans, Green and Co., New York, 1933, 384 pp.

While this book is of especial interest to the administrator, it has an appeal for the teacher who wishes to know how his professional status compares with that of others.

A profession is defined as "an activity in which are engaged persons who are skilled in the performance of it and who possess technical knowledge about it." Twelve characteristics of a profession are given; one of which is that the ideal of service should be paramount to the motive of personal profit. Teaching is slowly but surely attaining the rank of a profession. In fact, it is already so classified by the United States Census Bureau.

Among the professional problems treated are: teacher supply and demand, preparation and certification, tenure, salaries, retirement systems, associations, and ethics. Administrative problems cover: psychological factors, selection, placement, measurement of teacher efficiency, teaching load and combinations, improvement

of teachers in service, salary schedules, the employment of home-talent and married women, legal status of teachers, and the teacher's health.

The book is well written. Teachers will surely enjoy reading this discussion of their problems.

Excellent Analysis

A COURSE IN SUPERVISED TEACHING, by Frank G. Davis, Ph.D. (Bucknell University), The Inor Publishing Company, Inc., New York, 1933, (paper-bound), 123 pp.

This book has been prepared for the supervisor of practice teachers. It is useful also to the experienced teacher because it lists the factors dealing with successful teaching, suggests solutions to teacher problems, and presents a helpful bibliography.

Twenty-six units of work are outlined. Each consists of a discussion of the topic, a list of references, and questions and problems, with blank spaces for answers and notes. The topics treated in a random sampling of the units are: looking at the class activities as a whole, studying the pupil, the assignment, pupil control, directing study, and using visual aids in teaching.

This book presents an excellent analysis of the job of the teacher.

Ways to Improvement

SUPERVISION IN SECONDARY SCHOOLS, by Harl R. Douglass (University of Oregon) and Charles W. Boardman (University of Minnesota), Houghton Mifflin Company, Boston, 1934, 564 pp.

The new conception of supervision looks upon the supervisor as an educational leader engaged in the improvement of teaching and learning activities. While this book is addressed to supervisors, it will be equally useful to teachers, in that it is concerned with ways of improving the work of the teacher. If the teacher understands what the supervisor is trying to do, the results will be better than if the teacher is merely a blind follower of the educational leader—the supervisor. Then, too, teachers

whose work is unsupervised will benefit greatly from reading this book.

The book is divided into four parts; (1) nature and organization of supervision; (2) technique of supervision; (3) types of supervisory services; and (4) the supervisor. The teacher will be interested especially in Parts II and III. Such chapters as the "measurement of teaching efficiency," "assisting teachers in improving the materials of instruction," "the use of educational tests and measurements," "assisting teachers to adapt instruction to individual differences," "improving teachers' direction of pupils' study methods," and "training the teacher for extra-instructional responsibilities" are entertaining and instructive.

After each chapter there is a bibliography of up-to-date references. The appendix contains lists of books of practical help to teachers. The titles are segregated into lists dealing with such phases of teaching as: guidance, prediction of school success, extracurricular activities, visual aids in instruction, the home room, large unit assignments, methods of teaching slow or bright pupils, socialized class procedures, discipline, and marks and marking systems.

The Educator's Role

BUSINESS EDUCATION IN A CHANGING SOCIAL AND ECONOMIC ORDER, *Seventh Yearbook.* Eastern Commercial Teachers' Association, Philadelphia, 1934, 464 pp., \$2.50.

The keynote of this newest yearbook of the Eastern Commercial Teachers' Association is the challenge to every educator in the present movement for national recovery. The need for an aroused social consciousness of our economic problems cannot help but affect business education.

The plan of the book is logical. First, the history of business education is traced for the purpose of gaining an insight into the development of our present philosophy of business education. Next, leaders in the field of general education, of business, and of commercial education have made an analysis of present-day changes in society, in business and in educational theories and practices. The implications of these changes in the reorganization of business education are then pointed out. Finally, classroom teachers have indicated how business education can be made more socially effective during this critical period in our national history.

After the foundational material presented in Parts I and II, the development of social understanding through the teaching of each of nineteen business subjects is given. There are two or more contributions relative to each subject.

This book will appeal to every business educator. In one volume is included an overview of the development of business education, statements of recent social and economic changes, challenging philosophical discussions, and practical classroom helps. It is not often that the teacher can find in one volume such a well-rounded presentation fulfilling many of his needs.

Studying the Applicant

OCCUPATIONAL TESTING AND THE PUBLIC EMPLOYMENT SERVICE, by John G. Darley, et al, *Bulletins of the Employment Stabilization Research Institute, Additional Publication No. 19*, University of Minnesota, Minneapolis, September, 1933, 28 pp.

This bulletin represents a brief summary of results obtained in a one-year demonstration of occupational testing in the reorganized Minnesota Public Employment Service. Occupational testing was used as a means of classifying applicants for positions, and of preventing human waste in industry.

One interesting section describes the administering and results of typewriting speed tests given to employed and to unemployed women. The range in net speed among employed women was 19 to 86 words per minute with an average of 57.8 words per minute. The range among unemployed women was 7 to 75 words per minute. The median among applicants selected in one office was 47.5 words per minute while the median among those selected in another office was 35.6 words per minute.

It is hoped that through the administration of a series of tests such as those described in this bulletin aimless job hunting will be reduced. Then, too, traditional notions of vocational fitness will give way to an understanding of the measurable, human capacities and interests that underlie job success.

Employment Tests

LOS ANGELES EMPLOYMENT TESTS (Teacher's Manual) Commercial Education Section, Division of Curriculum and Instruction, Los Angeles City School District, September, 1934 (mimeographed).

While this pamphlet is not available for widespread distribution, it is described here because of the excellent basic idea underlying these tests. They are to be given at the beginning of the last semester the vocational-business student spends in school. The results can then be used in the instruction of that semester. How much better is this procedure than to graduate the student and then have him take the employment tests given by placement bureaus!

There is, first of all, a general test for all commercial pupils. It is divided into eight parts: (1) application for employment; (2) business information and etiquette; (3) spelling; (4) subject comparing; (5) business vocabulary; (6) business arithmetic; (7) alphabetical arrangement; and (8) handwriting.

Next, there is a test for stenographers and another for bookkeepers.

Application of Psychology

PSYCHOLOGY AND THE NEW EDUCATION, by S. L. Pressey (The Ohio State University), Harper and Brothers, New York, 1933, 594 pp.

The lay reader is sometimes disappointed with books on educational psychology because he is at a loss how to apply the principles presented. This new book is a contrast in this particular to many other books on educational psychology. Instead of presenting abstract discussions and describing experiments performed, the author emphasizes the application of psychological principles to every-day classroom situations.

The book is divided into two parts, treating of: (1) development during the school years; and (2) learning in school.

After a discussion of the general process of growth and the factors affecting growth, practical suggestions for teaching and a list of selected references are given. The teacher is told never to forget that children and adolescents are developing organisms not capable of showing balanced adult behavior. He is advised, also, to keep his classroom free from emotional tenseness.

In the section devoted to problems of health, the teacher is counseled to be on the alert for symptoms of eye strain, malnutrition, etc., and to look upon abnormal or unusual behaviour as a symptom of *something*.

Under the topic of "interests and incentives," the teacher is given the very wise advice to see that each child often has the thrill of sensed accomplishment, as part of the teacher's task is to adjust work to capacity so that each child can succeed. The resulting feeling of success will offset a tendency to daydreaming and other means of escape from reality.

Again, the teacher is told to look upon his class as a social gathering of which he is the host; and, like a good host, to try to make everyone feel at ease and bring everyone into the conversation, keeping himself in the background.

The problems of emotional stress and of discipline are discussed in a practical way, with illustrations and suggestions helpful to the teacher of children and adolescents.

The suggestions given in the final chapter of Part One, "The Individual Child," culminate with a reminder that a reasonably satisfactory adjustment to the world is possible for individuals of almost every level of intelligence and that abnormalities and delinquencies are due to some lack of adjustment explainable in terms of social environment.

Some helpful ideas presented in Part Two, "Learning in School," are: (1) keep track of the progress of each pupil in your class and remember that great improvements in the efficiency of learning in school are possible; (2) always carefully consider the interests of a pupil with reference to any work to the end that the work will be significant to him; (3) teach efficient ways of studying; (4) use your quizzes to help your pupils; (5) never regard fatigue as due merely to overwork, but carefully consider all factors involved such as outmoded subject matter, etc.; (6) if an educational value is to be obtained, go straight for it and do not depend upon transfer of training; if transfer is desired, there must be teaching for transfer; and (7) every teacher should make a special effort to keep in touch with experimental work in the field of the development of attitudes and character traits. The foregoing are given as examples of the practical suggestions to teachers arising out of a study of educational psychology.

The final chapter of the book is of especial significance to teachers. It represents a prediction as to the education of the future. Here, too, the practical emphasis is fully retained by the author.

According to the author, the education of the future will have as a major purpose the fostering of mental health with consequent avoidance of a large part of adult unhappiness so prevalent today.

The learner will be kept informed of his progress and his goal. This prediction is already fulfilled in the teaching of our skill subjects by the keeping of graphs of progress in shorthand and typewriting and in progressive awards.

An "industrial revolution" in education is foreseen together with a new profession, "educational engineering." The labor-saving schemes and devices so planned will free teachers and pupils from educational drudgery and much incompetence.

The prediction is made that when the "great man" of psychology arrives his "contribution will not lie in the discovery of some obtruse principle or complicated formula but rather in a vision which will give facts which are generally known, a more comprehensive interpretation."

Psychology is a fascinating field of study for the teacher, who will find this book significant and stimulating.

THE BEST MAN DOES WIN!

The best pupil will always win a shorthand contest under any fair set of rules, for he always combines speed with brains

LOUIS A. LESLIE, C.S.R.

Editor, The Gregg News Letter, New York, N. Y.

THE traditional last words of encouragement to competitors are, "May the best man win!" In most contests, and particularly in shorthand contests, the best man (or woman, as the case may be) usually does win.

The element of luck plays a much smaller part in the winning of any contest than is ordinarily believed. The public in general and even those competitors without much contest experience find it so easy to account for contest results by saying "Oh, yes, he got the breaks." As a matter of fact, the winner seldom wins because he *gets* the breaks, he wins because he makes his own breaks.

Some Are Dissatisfied

In a career as a conductor of shorthand contests extending back over, I hate to think how many years and I hate to think how many dozens of contests, I have found almost invariably that someone is dissatisfied with the results of the contest and feels that the final ranking would have been different if it weren't for this or that rule which favored the winner or the fact that the nature of the dictation matter for some reason favored the winner. Time has taught me that it is never wise to argue such a matter on the field of battle. Besides, it is always safer to avoid discussing special cases and stick to general principles. Therefore, in the remarks which follow I shall sedulously avoid citing any special case which I have observed although I could back up each statement with any number of concrete instances—but you will have to take my word for that just now.

There is nothing mysterious about winning a shorthand contest or a running race, or a horse race, or "anytother" kind of competition. There are just two things needed for

winning any competition and the one possessing them will win no matter what the circumstances: (1) the technical equipment; (2) the ability to use it to the best advantage. It is this second requisite, so often overlooked, which sometimes upsets the most careful prognostications. Two students with identical technical equipment—in this case, the same level of speed and accuracy in shorthand classroom conditions—will turn in very different records in the shorthand contest because one has the second requisite and the other hasn't. That is to say, one of those students knows how to use his technical equipment to the best advantage and the other doesn't.

As this may be a new thought to some of you, perhaps I should explain just what I mean. A number of times I have heard complaints that a certain student should have won "because he writes much faster ordinarily but he just didn't quite understand that one phrase." There is a perfect example for you. This student could write shorthand at a good rate of speed when the dictation was perfect. If some word or phrase should happen to be slurred in dictating, he just doesn't get it. He has the technical shorthand equipment but he doesn't know how to use it to the best advantage. The winner wasn't only writing shorthand but he had every sense alert, prepared for any emergency. I could multiply examples of which this is a perfect type, but you can all think of them—the student who would have won, but he ran out of ink or his pencil broke or he had it perfectly in his notes and skipped a line when transcribing and all the other varieties you would like to turn over your knee and spank if that weren't so old-fashioned a procedure.

So far I am sure you will all agree with me, but now we come to a more difficult question, which leads to all sorts of perplexities—

a question which is settled in my own mind after a good many years of discussion and contest experience but which I wish somebody would make the subject of a research in order to back up with statistics my own altogether pragmatic conclusions. I refer to the question of the method of marking shorthand contest papers. It is my very firm conviction that for contest purposes nothing has yet been developed to equal the marking methods evolved by the *National Shorthand Reporters' Association* as a result of their experience with shorthand contests over a period of more than a quarter of a century, the longest consecutive series of shorthand contests under one management in America. Note that I say *for contest purposes*, not for training purposes—that's another story, as Mr. Kipling has so often reminded us.

Meat of the Argument

So that we may be sure we are all talking about the same thing, suppose I summarize very briefly the meat of the argument, which is that "If you had counted punctuation and spelling and paragraphing, Mary would have won instead of Helen. Mary isn't quite so fast in shorthand but she's a shark at English."

It is one of the tenets of my shorthand faith that in such cases almost without exception *the best shorthand writer will win under any rules*. The boy or girl who is the best shorthand writer will in nearly every case be fairly good in English and will, if told that errors will be counted for punctuation, at least avoid making errors that can be penalized. A trial of this type of correcting scheme will soon convince you that only the "rankest" errors of punctuation can be counted against the contestant because, for all but the worst errors, some authority can be cited which will cover the case or come near enough to covering it to leave a loophole. How many times I have seen a correcting room full of teachers almost equally divided between counting a certain punctuation an error or not, and when it comes to capitalization! ! !

It seems clear to me, therefore, that any scale which cannot be applied with unvarying results is necessarily unfair to some contestant. The only correcting scale which can be so applied in shorthand contests is the one finally developed by the National Shorthand Reporter's Association and used by the Gregg Publishing Company in correcting the Expert Medal Test papers. (Why don't we use it for

the transcription tests at the lower speeds? We're coming to that.)

The N. S. R. A. correcting scale provides that an error shall be charged for the omission, insertion, or transposition of any word dictated but shall not be charged for any other type of error. Even misspelled words are not chargeable as errors unless, in misspelling, the contestant has made another English word. That is *recieve* would be counted correct if written for *receive* but *deceive* would be an error. It does not seem right to charge for spelling errors unless the contestant is allowed the use of a dictionary, and this does not seem advisable for other reasons.

The objection to this comes from those who ask how they can train their pupils to turn out a mailable letter by correcting transcripts in this fashion. This objection is founded on a misunderstanding, which I endeavored to correct by my parenthetical reservation several paragraphs back. For training we must call attention to all errors or inconsistencies of punctuation, of spelling, and of capitalization, even though we may not attempt to penalize the student for them. In *training* it is possible to explain to a student that, while such and such a use of the comma may be permissible, it isn't the best possible usage, whereas in a contest it isn't proper to penalize a student for the permissible but perhaps irregular usage. If we will carefully segregate *training* from *testing*, we can almost at once clarify the whole vexing question.

Marking the Papers

The marking of an error on a training paper is intended merely as a danger signal, an admonition, to call the student's attention to something which might be done better in another way. The marking of an error on a test paper is a penalty which should not be inflicted without just cause and, in accordance with the Anglo-Saxon rule of law, which should not be inflicted unless the pupil is guilty beyond a reasonable doubt.

At this point my interlocutor will often ask, "Well, if you say the best pupil will win anyway regardless of the rules, why do you get so bothered over the rules?"

For one thing, that isn't exactly what I said. What I said was that the best pupil would always win under any *fair* set of rules. I do not consider a set of rules fair when two different teachers marking the same paper, particularly under stress of contest conditions,

can get radically different grades, as can easily happen when the rules provide for counting only one-half a point for immaterial errors or for the charging of errors for punctuation and other infinitely discussable points which are susceptible of no unarguable decision. Wherefore, I insist that, for the sake of the contestant, the rules should be simple and capable of easy and invariable application. Given so much, I then say that the exact provisions of the rules will have little to do with deciding the winner because the same qualities of mind which would make one student win under one rule would make him win under another.

Making a Resolution

But, further, we have the contest committee to consider and we have the natural feelings of the contestants to consider. The contestants want a prompt announcement of the results. The contest committee is equally anxious to get the correction finished, although for different reasons. The simpler and more definite the rules, the sooner will the contest committee be through with its arduous labors and the sooner will the contestants be relieved of their very natural suspense. I feel so strongly about this matter that I cannot resist putting my conclusion in the form of a resolution:

WHEREAS rules for the correction of shorthand contest papers should be simple and capable of definite and invariable application;

WHEREAS such a set of rules is much more likely, particularly under stress of contest conditions, to determine accurately and fairly the winner, as it eliminates any chance of the winner's obtaining first place through some misapplication or misunderstanding of a rule;

WHEREAS such a set of rules greatly simplifies the work of the contest committee and thereby permits more prompt and accurate announcement of the results;

THEREFORE be it resolved that a uniform set of rules be adopted by all shorthand contest committees in the United States.

In view of the success of the legal profession in obtaining universal recognition of the Uniform Negotiable Instruments Law this last year, our task should be accomplished easily. As you probably know, the Gregg Publishing Company each season supplies without charge matter for local, regional, and state shorthand contests. With each set of matter is enclosed a set of rules for correction. If you are not familiar with those rules, you may obtain them without charge by directing a request to the Managing Editor of the BUSINESS EDUCATION WORLD. If your contest committee will vote to approve those rules, please let me know so we may publish the agreements. If your committee feels that certain modifications should be made, write me what they are and just why you think they should be made. We can then perhaps obtain a uniform set of rules which will be acceptable to everybody. We offer our services as a clearing house for discussion, the results of which should be profitable for all those who take part.

As I intimated before, an extremely valuable contribution could be made by somebody who would rate a number of sets of papers according to our set of rules and then according to a set which provides for rating punctuation and similar errors. If anyone is interested in doing this, I should very much appreciate it if he or she would get in touch with me so we might discuss the matter before proceeding with the experiment. It will mean a lot of work for the researcher and we should make the findings conclusive and beyond attack.

This is a current problem which will be with us until it is definitely solved, and it may easily be that the whole fate of shorthand contests may be determined by the degree of success we attain in the solution. Let's all pitch in!

Dr. Edwin A. Lee, Superintendent of Schools, San Francisco, and an international authority on vocational education, writes on business education in the January issue. This is the first of a group of articles written especially for the Business Education World by the leading superintendents of schools of this country.

THE IDEA EXCHANGE

Editor, HARRIET P. BANKER

New York, N. Y.

To encourage the exchange of helpful ideas, a two-year subscription to the BUSINESS EDUCATION WORLD will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

THE device shown in the accompanying illustration is used for directing my pupils to write on different typewriters in turn. The dial is a separate piece of cardboard fastened to the panel with a shank. The Roman numbers around the circle refer to the machines and correspond with the numbers on the typewriter tables. The names of the pupils are printed on the dial and each one must use the machine the number of which corresponds to the number opposite her name. Where two or more names

The device has proved effective in preventing arguments which may arise from a desire on the part of some pupils to use only certain machines. It also, systematically and automatically, accustoms the pupils to the use of the various machines with which the classroom is equipped.

If the device is done with poster paints in two colors, with a design in the corners, it is attractive as well as useful. Mine is a white dial on a blue background.

I have another suggestion, too. When carbon paper has been used to the extent that one would think it is no longer usable, I lay it on the radiator. The heat causes the carbon substance to soften and become evenly distributed. Carbon paper so treated may be used satisfactorily for some time.—Sister M. Cletus, S. S. N. D., Our Lady of Good Counsel School, New Orleans, Louisiana.

Typing Football

FIND my students are especially interested in a game which we call typing football. The equipment, all of which is in miniature, is:

A football field, showing the usual yard lines—50, 40, 30, etc.—drawn on a piece of heavy cardboard and placed on a table in the typing classroom.

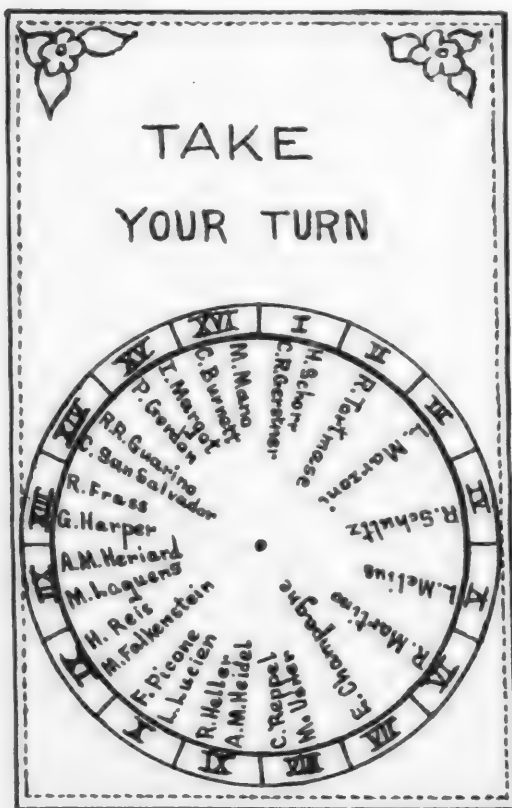
Goal posts for each end of the field and benches for each side.

Figures of men in football gear, each with a number conspicuously printed on the front of his suit or helmet. The figures are drawn or copied and pasted on stiff paper, with the lower edge folded over like a flap, so that the figures will stand up on the field. Numbers corresponding to those on the figures are assigned to the students.

A small football, which is placed in the hands of the defensive team on the correct yard line after each test has been scored.

The following rules are observed:

1. Two opposing teams, whose members are drawn from different classes, are organized. Each team selects a captain and chooses its own color.



appear opposite the same number, the instructions refer to different periods of the day. The dial is turned once a week, or once in two weeks, at the discretion of the teacher.

2. The duration of the game is from one to two months, depending upon the number of tests given and the progress made. Ten- to fifteen-minute tests, given approximately three times a week, are used.

3. The members draw to see who first carries the ball.

4. The game begins at the 50-yard line.

5. After a test is given, total the errors of the eleven students from each class who make the least errors. If two students, from either class, have the same number of errors (making them eleven and twelve in the sequence) the student having the highest net speed will be on the first eleven.

6. Subtract the smaller number of errors from the larger.

7. If Team A is carrying the ball and has the fewer errors, that team will advance the difference between the errors of the two teams, as illustrated in Example 1, which follows; on the other hand, if Team A has the greater number of errors, while carrying the ball, it will be thrown for a loss amounting to the difference between the errors made by the two teams, as shown by Example 2.

Example 1

Team B 35 errors (total of 11 best)

Team A 31 errors (total of 11 best)

—
4 (advance of 4 yards for Team A)

Example 2

Team A 35 errors

Team B 31 errors

—
4 (Team A thrown for a loss of 4 yards)

8. One point equals one yard; one error equals one yard, or point.

9. Four chances (or downs) are allowed to make ten yards or points. If the team carrying the ball does not make the ten yards in four attempts, the ball goes to the other team. This team, in turn, has four chances and failure on its part returns the ball to the first team.

10. Students first check their own papers, which are then passed to their opponents for rechecking.

11. Penalties (for the offensive team):

Five yards for unchecked error if found by the opponent and not by the typist himself.

Five yards for error made in figuring score.

Five yards for having a student out of class due to an unexcused absence.

An error found by the teacher on a rechecked paper penalizes the side responsible for rechecking 15 yards.

12. Students who do not qualify for the

"eleven" sit on the benches to be called as substitutes.

13. A touchdown scores six points for the team crossing the opponents' goal line.

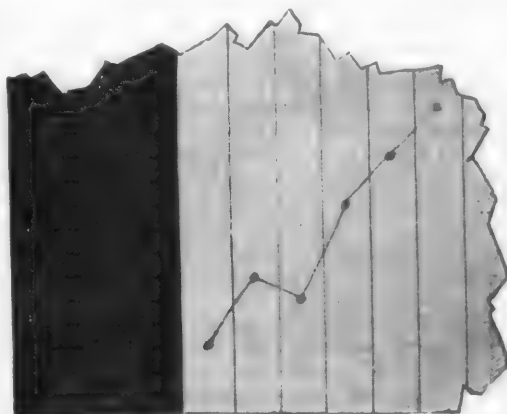
14. A speed and accuracy test, given on the day following the touchdown, decides the try for point. If the defensive team makes the better score, the point is not allowed. If the offensive team makes the better score, the point after the touchdown is added to its score, making a total of seven points.

The captain of each team is responsible for stationing his men in their respective places on the field. The teacher acts as referee. Before each test I give two minutes of finger gymnastics—the setting-up exercises before the football team goes on the field.—*Alice Mae Russell, High School, Chelan, Washington.*

Nurses' Charts

[Sister M. Alexius of the Aquin High School, Freeport, Illinois, has written us so interestingly of the way in which she has used the suggestions which have appeared in this department that we are quoting from her letter at some length.—*Ed.*]

THE thermometer illustrated in the November, 1933, issue (submitted by Miss Ethel Pease, Park Ridge High School for Girls, Park Ridge, Illinois—Editor) I have used and am still using successfully. However, I found that, by using a permanent chart along with the thermometer, even more could be accomplished. In our typing room, therefore, we have hung up a chart for each student and refer to them as "Nurses' Charts." Just as a nurse in the hospital keeps a record of the daily temperature of the patient, so we record our typing temperature for the day on the thermometer and also



on the chart. The thermometers are mimeographed and are hung on a line, one of the

OHIOANS WIN SHORTHAND PRIZE

Cleveland girls at John Hay High School show results of superior instruction and supervision in fifth successful entry

It is always a pleasure to chronicle the superior achievements of members of our profession. When we read year after year of the winning of shorthand contests by pupils of the John Hay High School of Cleveland, we realize that these achievements have in no way been dependent upon some unusually gifted pupil or upon some single circumstance which would not repeat itself the following year. Here is an outstanding example of consistently superior instruction and supervision extending to entire classes of pupils who are learning shorthand.

The Principal of the John Hay High School, William L. Moore, and the head of the Commercial Department, E. W. Harrison, are both well known to our readers for the excellence

of their work in commercial education. We now take pleasure in introducing another member of that school's faculty, Miss E. Eloise Hess, the shorthand instructor whose pupils this year walked away with many of the Ohio State and the International Commercial Schools Contest awards.

Here are some statistics regarding the shorthand honors that have been won by the John Hay High School. In this year's annual Ohio State Contest, John Hay was awarded for the fifth consecutive year the Quill and Typewriting Plaque, which is a school, and not an individual, trophy.

The Ohio State Contest rules for the shorthand events are somewhat unusual. They provide for three five-minute takes in each of



A GROUP OF 1934 SHORTHAND CHAMPIONS

All are students of the John Hay High School, Cleveland, Ohio, and were trained by Miss E. Eloise Hess. Front row, left to right: Mary Louise Huste, Frances Basar, Eleanor Chehy, Mildred Yenchins, Violet Molner, Margaret Adair, Viola Chevako.

three events. The three novice speeds are 70, 80, and 90 words a minute, and the material used consists of business letters. The three amateur speeds are 100, 110, and 120 words a minute on business letters. The three speeds for the open event are 120, 130, and 140 words a minute on straight matter. The contestants are required to transcribe all of any one or any two of the takes, and the highest qualifying rate (95% accuracy or above) is selected. The speed and accuracy results of the John Hay entrants in the three events of this year's Ohio State Contest follow:

NOVICE EVENT

<i>Name of Contestant</i>	<i>Rate</i>	<i>Accuracy</i>
Eleanor Chehy	90	100 %
Adela Pikutis	90	99.7%
Violet Molner	90	99.7%

AMATEUR EVENT

Susanna Rogers	120	99.8%
Cora Grimshaw	120	99.6%
Viola Chevako	120	99.5%
Mary Louise Huste	120	99.1%

OPEN EVENT

Frances Basar	140	99.8%
Mildred Yenchins	140	98.9%
Marion Oswald	140	98.7%
Anna Kmecza	140	98.4%

From these groups of State winners a team was selected consisting of those having a type-writing speed of over 60 words a minute to represent John Hay High School at the International Schools Contest held at the Century of Progress Exposition in Chicago last June. That team played a prominent part in the winning of the Grand Prize, which was awarded to John Hay at the close of the contest.

According to the official report of the results of the shorthand events at that contest Miss Hess' students won first, second and third place in the high school novice event (70 word rate); also first and second place in the high school amateur event (100 word rate); also first, second, and third place in the high school open event (120 word rate).

Miss Mary Louise Huste, who placed first in both the amateur and open shorthand events, was the individual high-point winner among all classes of contestants in the International Commercial Schools Contest, winning two individual first-place bronze trophies, and four gold medals.

Miss Frances Basar, who won third place in the high school open event, was awarded the official Gregg 175-word medal, taking her

test at Gregg College on the evening of the contest at the Exposition.

Miss Violet Molner, winner of the high school novice event, turned in the most accurate transcript of any contestant of any class, at close to a transcription speed record for a first-year pupil.

When asked to give us the secret of her success in teaching shorthand, Miss Hess said:

"We insist on good form, use a wide dictation range, require transcripts of all takes, and closely check the individual error-analysis sheet—just good routine on applied 'How to Study' shorthand.

Perhaps an illustration would aid here. It's a basket ball game; time, the last minute of team practice. Squads are passing smoothly, moving swiftly, and shooting accurately. The whistle, the game is on. Where uniform achievement was the rule but a moment ago, now marked differences appear—the star, the near star, the average or below-average player. It's the game, the opportunity to demonstrate natural ability that counts now.

My attempt to summarize our training methods can probably be best expressed by phrasing the above action as follows: Make the game so fast, the acceptable accuracy mark so high, that training shows."

What Shorthand Does

A question that is being raised quite generally is: "Is shorthand a practical subject for students who do not become stenographers?" It seems to me that the answer to this question is conditioned very largely by the type of instruction that is given in shorthand.

If we believe in developing our training in English, the shorthand class offers a convenient vehicle for additional drill in correct English, rules of grammar, and spelling. The shorthand writer masters the writing of sounds. In longhand an educated person must master the facility of changing phonetic or sound spelling into the freakish rules of longhand spelling. All persons must do this whether or not they study and master shorthand. We all learn oral English before we learn written English and spelling. Most of us hear new words before we learn to spell them. All of us think in "spoken English" before we express it in longhand writing, type-writing, or printing. The study of shorthand gives additional practice in transcribing sound language into written words spelled according to all of the rules of spelling with all their freakish exceptions.—Paul A. Carlson.

SUPPLIES AND EQUIPMENT NEWS

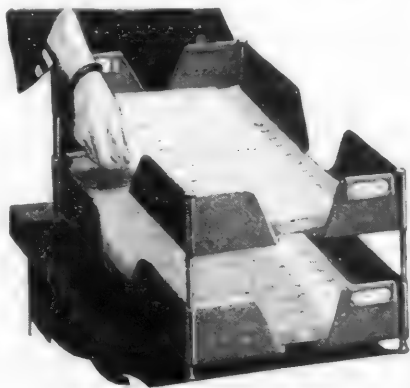
ARCHIBALD ALAN BOWLE

New York, N. Y.

News gathered from the office supplies and equipment marts of the world to keep you in touch with new office appliances, systems, and procedures. Descriptive brochures and circulars will be sent you on request. Use the handy coupon.

15 **LINE-A-TIME.** All logic is in its favor. You read a book by holding it directly in front of you. Why not do the same with your shorthand notebook? The new Line-A-Time gets rid of the "steno slump" and "typewriter eyes." It telescopes too so that you may close your desk, leaving the Line-A-Time in place.

16 **ACCESSO STEEL DESK TRAY.** Mighty good! Its great feature, it seems to me, is that it has openings on all four sides so that papers may be easily removed, or checked without removing. It is spot-welded throughout and



radial embossed at the bottom, which elevates small cards, etc. The trays are equipped with rubber cushion feet, they can stack easily, interlock—and there are lots of other good points about them. Colored to suit your desk.

17 **NEW REMINGTON NOISELESS.** Simplified tabulator, new pressure-adjuster, which regulates the machine for multiple copy work, fill-in work, etc., a removable platen, feet on the back so you can tip it up and clean underneath and a tabular rack carrying an in-built stop for every space.

18 **PRONTO.** A collapsible semi-steel storage file, excellent for filing examination papers. Patented steel sliding drawer with steel front and a steel sliding follow block goes with the letter and legal size.

19 **INK-RID.** A new single-fluid ink remover. The Kanart Manufacturing Company claim it is even O.K. for removing stains from delicate fabrics or milady's lily white hands!

20 **SPIRAL.** That is the magic word. It is a new idea in binding notebooks and composition books—extremely popular with all students who have notes of any kind to make.

Other Items of Interest

Have you seen the copy holder for supporting heavy directories and books of that sort from which lists have to be typed?

Underwood Elliott Fisher Supplies Division gives us the following proved cost of 1,000 letters:

Dictation	\$125.00
Shorthand	80.00
Overhead	37.00
Stationery	26.80
Mailing	24.50
Filing	6.00
Ribbons and Carbons.....	1.80

\$301.63

The Globe-Wernicke Company was the first company to win final approval of a reorganization plan under the terms of the Federal Corporation Reorganization Act. It took an office equipment company to head the list!

Have you seen the carbon that is not a carbon but acts as its own second sheet? It is specially sensitized, in various colors, and you

A. A. Bowle, 270 Madison Avenue, New York, New York
(December, 1934)

Please send me, without obligation, further information about the products circled below.

15 16 17 18 19 20

Name

Address

may type directly on it or use it as a second sheet. The only objection is that the slightest touch mars the surface, which might eventually destroy its usefulness.

In the spotlight at the New York Business Show—

Miss Dorothy Dow, 1933 World's Champion School Typist, who won first place on a Woodstock Typewriter at The Century of Progress Exposition contest.

Miss Grace Phelan, referred to as the World's fastest student typist, demonstrated on an Underwood at 112 words a minute.

Mr. Snaggletooth and his secretary, Miss Flinthandle, at the "Primeval Typewriter" were an immensely popular feature of the Royal Typewriter exhibit.

Office styles of 1880 were exemplified by Miss Ona Munson, star of stage and screen, as she stood beside one of the first "stock" typewriters, an ancestor of the present Remington machine.

Princess Kropotkin, of the former ruling family in Russia, was seen examining a Burroughs electric carriage typewriter.

There is a new machine just out of the I. B. M. Laboratory which assort checks into 24 compartments and lists and totals these checks on 24 adding machine rolls. Quite a machine!

Answering the question of how much work typists and stenographers do, we quote the following, which was published in 1930:

<i>Kind of Work</i>	<i>Production in Average Office</i>
Addressing Envelopes	75 to 100 an hour
Typing Copy Work	75 to 100 sq. in.
Fill-in Letters	60 to 100 an hour
Typing from Shorthand	
Dictation	60 to 100 sq. in.
Order Writing	8 to 12 an hour
Invoice Typing	8 to 12 an hour

Perhaps stenographers are no more rapid now than they were then.

WHAT IS BUSINESS REPORTING?

ALICE OTTUN, M.A.

Director of School of Shorthand Reporting of Pace Institute
New York, N. Y.

THE term business reporting is used to describe the work of shorthand writers of superior ability who are employed by business organizations on a salaried basis.

In every business employing a fair-sized office staff, say twenty-five employees or more, there is likely to be need for at least one shorthand writer who can, when occasion demands, take legal dictation and record the transactions of business conferences and of directors' and stockholders' meetings.

This need is especially felt by a large business organization in which there may be associated several corporations. In such an instance there are likely to be many business conferences and meetings of various kinds, including directors' and stockholders' meetings, the proceedings of which must be recorded.

A large organization, in addition, often has need of a shorthand writer who can take testimony and depositions in preparation for arbitrations, the trial of cases, and the negotiation of financial settlements of various kinds, and who can take the legal dictation that is an incident to the preparation of contracts and other legal instruments.

A business organization must choose between calling in professional reporters at expensive rates for work of this kind, on the

one hand, and having available men and women of sufficient capacity to report the proceedings and to take dictation of the kind outlined, on the other hand.

In practice it usually works out that in a business organization there are a few shorthand writers, usually occupying highly paid positions as secretaries to important officials or who supervise stenographic departments, who can do this work.

It will be apparent that the work that has been termed business reporting, while very large in the aggregate, usually is performed by competent shorthand writers in conjunction with other duties. The business organization, therefore, does not usually create specific reporting positions. Nevertheless, the ability to do this work on the part of a stenographic employee is often a controlling factor in determining his salary and promotion.

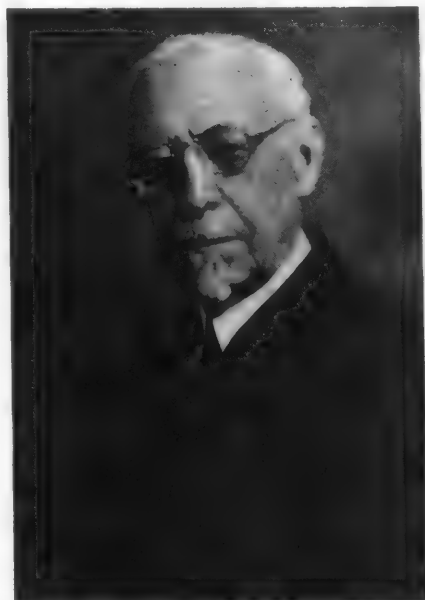
Nothing brings a shorthand writer, whether in business or governmental employment, more surely to the favorable attention of executives than the ability thus to render an exceptional shorthand-writing service. It places such an employee, in the estimation of his superiors and associates, measurably in the class of professional reporters and much above the status of routine workers.

MR. HEFFLEY CONTINUES ACTIVE AT 82

EMERSON'S words below perfectly illustrate the history of Heffley School, Brooklyn, New York, which next year celebrates its fortieth anniversary. The founder of the school, Norman P. Heffley, is still its active head at the age of eighty-two.

Mr. Heffley's autobiographical sketch which has been running for several months in *The Ninth Floor*, the excellent paper published by the students of Heffley School, reads like fiction. Leaving his birthplace, Berlin, Pennsylvania, in 1865, his boyhood recollections are of Indians and buffalos roaming the western plains, and of trekking west in prairie schooners, positions of telegrapher, freight agent, chief clerk, and finally auditor for the Midland Pacific Railroad; the depression of 1877; stenographer at West Point Military Academy, at the Pinkerton Detective Agency, and for Charles Pratt & Company, where he was daily associated with such leaders as John D. and William Rockefeller, H. M. Flagler, and others for eleven years; personal secretary to Charles Pratt himself; chairman of faculty and director of Department of Commerce, Pratt Institute, Brooklyn, New York; and finally proprietor of the Heffley School of Commerce of that city.

Success attended this school from the start. The first year its attendance was 508; in a few years it was 1,512. In the early years, in addition to commercial subjects, the curriculum included high school and college preparatory courses, and Civil Engineering, Law, and Journalism departments. These specialties



"An institution is the lengthened shadow of a man."

were dropped, however, after the disastrous fire that destroyed the school in 1925. The school is now ideally situated on the ninth floor of the Williamsburg Savings Bank Building, One Hanson Place, Brooklyn.

Mr. Heffley attributes much of his success to his knowledge of shorthand, and for many years his hobby was the collection of books on that subject. His remarkable career continues to be an inspiration to both teachers and students.

PERSONALS

THE commercial teachers of Wyoming have formed a tentative state organization. They plan this year to formulate a constitution, to compile a roster of the commercial teachers in the state, and to issue a bulletin four times a year. The officers of the temporary organization are: *President*, Nellie M. Convy, Natrona Commercial High School, Casper; *Vice President*, Mae Miller, High School, Rock Springs; *Secretary-Treasurer*, Margaret McClellan High School, Worland.

THE National Association of Commercial Teacher Training Institutions will hold its annual meeting at Atlantic City on February 23 in connection with the meeting of the N. E. A. Department of Superintendence. Dr. William R. Odell is president of the association. A complete program of this meeting will appear in the January issue. All commercial teachers, whether they are members of the association or not, are cordially invited to be present.

THE OFFICIAL PROGRAM

COMMERCIAL TEACHERS' FEDERATION

. . . National Group to Consider Personal Equation

EXTENSIVE plans are being made for an outstanding convention this year by the officers of the National Federation of Commercial Teachers, headed by Dr. E. M. Hull of Philadelphia. The program will be built around the two themes, personal equation in business education, and principles and practices of curriculum building.

A yearbook with the title "The National Business Education Outlook," and containing the text of the addresses, will be published. The price of this book will be \$3.00 to non-members of the Association. Membership, which includes the yearbook at no extra cost, is \$2.00 a year.

Membership in the Federation is an indication of progressive spirit and zeal. It keeps the commercial teacher informed of developments that are taking place in this field of education. It provides an opportunity of extending acquaintances and making new contacts among other teachers. It enables the teacher to learn from the experiences of others and to improve methods.

A "Get-acquainted Reception" and a banquet and dance are planned as recreational features of the Convention, which will be held in the world's largest hotel, the Stevens, on Michigan Avenue. It is expected that the stores and theaters of Chicago, which are of special interest during the holidays, will help to attract a record crowd. The program follows:

NATIONAL COMMERCIAL TEACHERS FEDERATION

President: Dr. E. M. Hull, President, Banks College, Philadelphia.

First Vice President: W. A. Robbins, President, Lincoln College of Commerce, Lincoln, Neb.

Second Vice President: Mrs. Marguerite D. Fowler, Chairman, Commercial Curriculum Committee, Secondary Schools, Louisville, Ky.

Secretary: Bruce F. Gates, President, Gates College, Waterloo, Iowa.

Treasurer: J. Murray Hill, Vice President, Bowling Green Business University, Bowling Green, Ky.

Executive Board: President: Dr. E. M. Hull *Past President:* Eleanor Skimin, Northern High School, Detroit. Representing the Public Schools: Ivan E. Chapman, Principal, Western High School, Detroit. Representing the Private Schools: H. M. Owen, President, Brown's Business College, Decatur, Ill.

. . .

PROGRAM

Convention Themes

THEME I: THE PERSONAL EQUATION IN BUSINESS EDUCATION.

THEME II: PRINCIPLES AND PRACTICES IN BUSINESS EDUCATIONAL CURRICULUM BUILDING.



MARGUERITE D. FOWLER
Second Vice President



J. MURRAY HILL
Treasurer



BRUCE F. GATES
Secretary



W. A. ROBBINS
First Vice President

TO CONVENE SHORTLY IN CHICAGO

in Education and Practices of Curriculum Building

Wednesday, December 26

2 p.m.—4 p.m.

Registration of Members. Bruce F. Gates, Chairman, Membership Committee, President, Gates College, Waterloo, Iowa.

Educational Sight-Seeing, Exhibits, Bus Trips, and Shopping Tours. Paul Moser, Director, President, Moser School, Chicago.

8:30 p.m.—9 p.m.

Get Acquainted Meeting. Paul Moser, Master of Ceremonies.

9 p.m.—12 p.m.

Music and Dancing. George McClellan, President, Littleford-Nelson School of Commerce, Cincinnati, and Henry J. Holm, Principal, Gregg School, Chicago, in charge.

Thursday Morning, December 27

9:30 a.m.—12 noon

Musical Program. George McClellan, Chairman.

Introduction of the President. Paul Moser, General Chairman Convention Committees and Floor Director. President's Address. Dr. Edward M. Hull, President, Banks College, Philadelphia.

Annual Address. Honorable Clarence Darrow.

Thursday Morning Topic

THE PERSONAL EQUATION IN BUSINESS EDUCATION

Addresses

- I. The Element of Personality of the Teacher and the Importance of His Developing It.
- II. The Element of Personality of the Student Personnel and How Best to Develop It. Professor F. G. Nichols, Graduate School of Education, Harvard University.

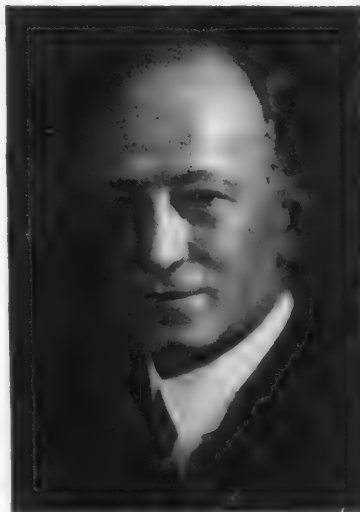
Contributions

- I. The Principles and Practices of Curriculum Making. Marguerite D. Fowler, Chairman, Commercial Curriculum Construction Committee, Louisville Public Schools.

Thursday Afternoon Session

PUBLIC SCHOOL DEPARTMENT

President of Department: W. O. Yoder, Kenosha High School, Kenosha, Wisconsin.



DR. E. M. HULL

Addresses

Where Shall We Place the Emphasis in the Development of the Personality of the Student? Dr. E. E. Spanabel, Principal, Fifth Avenue High School, Pittsburgh.

A Study of Guidance and Placement with Respect to Skills Developed and Individual Aptitudes and Interests Shown by the Students Who Have Pursued Skill Courses in High Schools. Ivan Mitchell, Head of Commercial Department, Western High School, Detroit.

The Importance of Social-Economic Subjects in the Business Education Curricula and How Can the Minimal Essentials of Social-Economics Training Be Determined and Insured. L. M. Hazen, Head of Commercial Department, East Cleveland High School, East Cleveland.

Principles of Curriculum Making in Commercial Departments in Large High Schools Both Junior and Senior. Irving R. Garbutt, Director of Commercial Education, Cincinnati.

An Open Forum—General Discussion—Election of Officers.

PRIVATE SCHOOLS DEPARTMENT

President of Department: W. S. Sanford, President, Sanford-Brown Business College, St. Louis.

Addresses

Principles and Practices of Curriculum Making in Private Business Schools. B. F. Williams, President, Capital City Commercial College, Des Moines.

The Adaptation of Subject Matter and Methods of Instruction to Students of Differences in Ability and Capacity in Private Schools. A. F. Tull, President, The Business Institute, Detroit.

Importance of Aptitudes and Abilities in Connection with the Skill Element in Business Education. C. A. Neale, President, Hammel Business University, Akron, Ohio.

Adaptation of Courses of Study to the Needs and Interests of the Business Public. T. B. Cain, President, West Virginia Business College, Clarksburg, West Virginia.

An Open Forum

TOPIC: THE ELEMENT OF PERSONAL EQUATION IN BUSINESS EDUCATION.

Discussion Leader: T. E. Musselman, Secretary, Gem City Business College, Quincy, Illinois.

Election of Officers.

Friday, December 28**COLLEGE INSTRUCTORS ROUND TABLE**

Chairman: Dr. Clyde Beighey, Director of Commercial Education, State Teachers College, Macomb, Illinois.

Friday Morning

Present Day Social Responsibilities and Impending Changes in Business Education. Dr. H. G. Shields, University of Chicago.

Adaptation of Curriculum Making to Individual Traits and Tendencies in College Students. Dr. Paul Lomax, New York University.

The Social-Economic Element in Business Education. Dr. R. J. Worley, Duquesne University, Pittsburgh.

Principles of Curriculum Making in Colleges and Universities. Professor Ernest A. Zelliott, University of Denver.

Principles in Curriculum Making as Applied to the Economic and Social Aspects of Life. Ann Brewington, University of Chicago.

Friday Afternoon Session

Principles Involved in Business Curriculum Making in Adult Education. Ethel Richards, Western Illinois State Teachers College, Macomb, Illinois.

A Survey of the Practices in Business Curriculum Building. Dr. Atlee Percy, Boston University.

Principles of Curriculum Making in Commercial Teacher-Training Institutions. Professor Shepherd Young, Indiana State Teachers College, Terre Haute, Indiana.

Case Studies in Business Curriculum Making in Colleges and Universities. Dr. E. G. Blackstone, State University of Iowa.

The College Instructors' Participation in Course of Study Building. Dr. A. J. Lawrence, University of Kentucky, Lexington.

An Open Forum—Résumé of Afternoon Contributions.—Election of Officers.

SOCIAL-ECONOMIC SUBJECTS ROUND TABLE.

Chairman: Dr. H. G. Shields, School of Business, University of Chicago.

Friday Morning Session

Conflicting Theories of Consumer Education. Raymond G. Price, Horace Mann School, Gary, Indiana.

The Specific Contribution of Business Education in Relationship to Consumer Knowledge. L. H. Fritze-meier, Oak Park Township High School, Oak Park, Illinois.

The Individual, the Job, and Economic Training. Wallace E. Leland, Culver Military Academy.

Friday Afternoon Session

Chairman: Raymond G. Price.

Résumé of the Morning Contributions. E. F. Cameron, Proviso Township High School, Maywood, Illinois.

Jury Panel—*Discussion Leader:* Paul A. Carlson, State Teachers College, Whitewater, Wisconsin.

Jury Panel Members: B. M. Swinford, State Teachers College, Muncie, Indiana; P. O. Selby, State Teachers College, Kirksville, Missouri; G. C. Persinger, High School, Plainfield, New Jersey; Emil Hostetler, Norwood High School, Cincinnati; Miss Mary A. Pripps, Arsenal Technical School, Indianapolis.

Election of Officers.

SECRETARIAL ROUND TABLE

Chairman: Richard G. Cole, School of Business Administration, University of Texas, Austin, Texas.

Friday Morning Session

The Psychological Factor as a Determinant of Personnel in Shorthand Classes. Ann Brewington, University of Chicago.

Importance of Personality and Mental Ability in Connection with Secretarial Training. Dr. William F. Book, Head, Department of Psychology, Indiana University.

Analysis of Secretarial Duties and Traits as a Basis for Guidance and Training. Doris Tyrrell, Head, Commercial Teacher Training Department, University of Minnesota, Minneapolis, Minnesota.

The Discovery and Development of Power and Personality Through Secretarial Practice. Olga E. Schluter, Juneau High School, Milwaukee, Wisconsin.

Specifications for a Personal Stenographer as Set Up by an Employer.—Mrs. Frances Effinger Raymond, The Gregg Publishing Company, San Francisco.

Friday Afternoon Session

Determining the Content of a Secretarial Training Curriculum. Dr. Etta C. Skene, Westbrook Junior College, Portland, Maine.

The Peculiar Importance of Suitable English as a Major Consideration in the Secretarial Curriculum. Florence M. Stullken, School of Business Administration, University of Texas, Austin.

The Minimal Essentials Which Should be Taught in a Course. (a) In Secretarial Training. (b) In Stenographic Training. Nancy M. Lawrence and Mildred Butler, Omaha Technical High School.

Analysis of Skills as an Aid to Guidance, Training and Placement. Jane Clem, State Teachers College, Whitewater, Wisconsin.

Useful By-Products of the Teaching Activities in Secretarial Education. *Discussion Leader:* Mary Alletta Dodd, Vice Chairman, Secretarial Round Table, Springfield High School, Springfield, Illinois.

Election of Officers.

BUSINESS METHODS ROUND TABLE

Chairman: Harlan J. Randall, State Teachers College, Whitewater, Wisconsin.

Friday Morning Session

What Individual Differences as to Capacity, Traits and Tendencies are Considered by the Private Business School in Curriculum Making? Dr. E. G. Blackstone, State University of Iowa.

The Importance of Getting the Right Kind of Teachers to Teach the Right Kind of Subjects to the Right Kind of Pupils Having in Mind the Demands of Business. Rodney P. Wing, Lincoln School of Commerce, Lincoln, Nebraska.

Panel Discussion: Carl Holmstad, High School, Fort Atkinson, Wisconsin; Miss Pauline Van Eman, High School, Gallatin, Missouri.

THEME OF PANEL: WHAT ARE THE NEW DEVELOPMENTS IN BUSINESS EDUCATION AND WHAT ARE THE PROBLEMS INVOLVED IN ADOPTING THESE NEW DEVELOPMENTS IN THE SCHOOLS OF TODAY. (Just what is the Future of Such Subjects as Bookkeeping, Commercial Arithmetic, Business Law, Junior Business Training, Salesmanship, etc., in Each of the Agencies of Business Education.)

Discussion Leaders: Dr. W. R. Odell, C. C. Crawford, Regina Groves.

Friday Afternoon Session

A Plan for the Teaching of Bookkeeping and Accounting. Louis D. Huddleston, John Adams High School, Cleveland.

A Plan for the Teaching of Business Law. E. R. Dillavou, University of Illinois, Urbana.

A Plan for the Teaching of Junior Business Training. S. E. Cranfill, Bowling Green College of Commerce, Bowling Green, Kentucky.

A Plan for Teaching Salesmanship. Harry M. Bowser, Senior High School, Westfield, New Jersey.

A Discussion of the Morning and Afternoon Contributions.

Election of Officers.

OFFICE MACHINE PRACTICE ROUND TABLE

Chairman: Agnes E. Meehan, George Washington High School, Indianapolis.

Friday Morning Session

Are Office Machine Courses (a) Pedagogically Sound? (b) Vocationally Sound? (c) Meeting a Real Need? L. Gilbert Dake, The Hadley Vocational School, St. Louis.

Materials and Teaching Methods Employed in Office Machine Practice. F. Cleo Frazier, Office Training Department, Emerich Manual Training High School, Indianapolis.

An Analysis of Occupational Activities as a Basis for an Office Machine Clerical Curriculum. Ray Abrams, Samuel J. Peters High School, New Orleans.

Is There a Demand for the Product of the Machine Clerical Course? H. M. Winkel, Division of Guidance and Employment, Milwaukee Vocational School, Milwaukee.

The Place of Office Machine Practice in a Business Education Curriculum. (Speaker not yet selected.)

Friday Afternoon Session

An Integrated Course Comprising Essential Correlation and Coordination of Important Subjects. R. M. Utterback, Principal, Utterback Business College, Danville, Illinois.

Equipment of an Office Practice Department and Its Effective Placement. (Speaker not yet selected.)

Demonstrations and Discussions.

Election of Officers.

MACHINE SHORTHAND ROUND TABLE

Chairman: Clem M. Boling, Stenotype Division, LaSalle Extension University, Chicago.

Friday Morning Session

Personal Qualities of the Employee. Mrs. Erma M. Gould, Davenport-McLachlan Institute, Grand Rapids, Michigan.

Professional Skills of the Employee. C. M. Smith, Terre Haute Commercial College, Terre Haute, Indiana.

All-Round Accomplishments of the Employee. Paul Moser.

Discussion of the Morning Contributions.

Friday Afternoon Session

Our Stenotype-Secretarial Course. Homer D. Brammer, Bryant and Stratton College, Chicago.

Interpreting and Applying the Stenotype Course of Study. Virginia Logan, Lockyear Business College, Evansville, Indiana.

Transcription—The Stumbling Block in the Stenographic Path. Clifford I. Lamoreaux, Spencerian College, Cleveland.

Discussion of the Afternoon Contributions.

SOURCES OF SUPPLEMENTARY MATERIAL

*Teachers vitalize their classroom activities and amplify and enrich the textual information by collecting current material in the form of descriptive bulletins, maps, pictures, exhibits, posters, and other tangible aids. The following source list has been prepared to help teachers in obtaining these supplementary materials. The first installment was published in the October number. All materials listed are free for the asking unless otherwise specified. When requesting material, teachers should use their school stationery and give their reasons for desiring the material. Address your requests to the sources given in this list.**

Business Geography—Maps

Dollar Steamship Lines, 311 California Street, San Francisco; 604 Fifth Avenue, New York, N. Y. Map of the world.

Cunard Line, 25 Broadway, New York; or 140 North Dearborn Street, Chicago Ill. 34-page atlas of the world (contains maps in color of all the countries of the globe). Ask for travel booklets.

The Greyhound Lines, 9 Main Street, San Francisco, Calif. 20-by-20 good-natured map of the United States, in full color. (It may be possible to get this through your local Greyhound Depot. (Send 6¢ in stamps.)

Great Northern Railway, St. Paul, Minn. 17-by-31 railroad map of the United States. Ask also for 48-page bulletin, "The Call of the Mountains."

Alaska Steamship Company, Pier 2, Seattle, Wash. A 22-by-29 good-natured (humorous) map of Alaska suggesting some of the most interesting features of the territory.

Alaska Department, Chamber of Commerce, Seattle, Wash. A map of Alaska. Ask also for descriptive and industrial material on Alaska.

Publicity Department, Canadian National Railways, Chicago, Ill. Tourist map of Canada, Bermuda, and the British West Indies, and connections in the United States.

National Development Bureau, Department of the Interior, Ottawa, Canada:

1. Railway Map of Canada. 38 by 23. Shows territorial divisions and railways.
2. Resource Map of Canada. 41½ by 26. Shows leading resources of each district and provides information with respect to agricultural and forest areas; also shows railways.
3. Vegetation and Forest Cover Map of Canada. 38 by 23. Shows different zones of vegetation, the extent and type of forest stand, and the extent of cleared, prairie, and treeless areas.
4. Map of the World. 48 by 30. Shows trade routes and shortest sailing distances between Canadian, British, and foreign ports.
5. Road Map of Canada and the United States. 38½ by 24. Shows the main motor roads in Canada and main connecting roads in the United States.
6. Sectional Road Map of Canada and the United States. In four sheets—Atlantic sheet, Great Lakes sheet, Pacific sheet. Shows in considerable detail the main motor roads in Canada

* We shall appreciate receiving the addresses of organizations, other than those included in Mr. DeBrum's list, from which material may be obtained; also notations of corrections in the list. Our readers will understand that, despite the exceeding care with which this list has been compiled, it is impossible to vouch for its complete accuracy, because this type of information is subject to change at any time.

and main connecting roads in northern half of the United States.

7. Maps of Alberta, British Columbia, Manitoba, New Brunswick, Nova Scotia, Prince Edward Island, Saskatchewan, and the Yukon Territory.
8. Railway Map of Canada. Scale 35 miles to 1 inch. Size 8' 7" by 4' 4". In four sheets. (\$1 per set.)
9. Railway Map of Canada. 62 by 41. (25¢ unmounted; 50¢ with rollers attached.)
10. Resource Map of Canada. 62 by 42. (25¢.) Shows leading resources of each district; also production of the different provinces.
11. Physical Map of Canada. 62 by 41. (25¢.) Shows elevations above sea level and depths of water.
12. Maps of Ontario and Quebec. (25¢ each.)

Alberto Crusellas, President, Comisión Nacional del Turismo, Havana, Cuba. Cuban Tourdata Road Map of Cuba. Ask also for set of miniature booklets containing historical information concerning points of interest in Havana.

The Netherlands Railways, Chrysler Building, New York. 20-by-30 map of the Netherlands. Ask also for industrial and descriptive bulletins on the Netherlands.

National Park Service, Department of the Interior, Washington, D. C. Map of the National Park-to-Park Highway. In full color.

Bureau of Insular Affairs, War Department, Washington, D. C. Colored map of the Philippine Islands.

Frederic J. Haskin, 21st and C Streets N.W., Washington, D. C. For the following maps enclose coin (not stamps) carefully wrapped:

1. Map of the United States. In full colors; 21 by 28; includes all territories and possessions. (10¢.)
2. Map of the World. A complete five-color map; 21 by 28; made from the latest plates. (10¢.)
3. Map of North America. The entire continent in five colors, with complete commercial data. (10¢.)
4. Map of South America. An up-to-date color map of the continent. Carries a special chart of Admiral Byrd's Antarctic Expedition. (10¢.)
5. Map of Europe. Shows old and new boundaries and new forms of government. (10¢.)
6. Map of the Soviet Union. A modern map of Russia, 21 by 28, in four colors; an authoritative statement of the Soviet system. (10¢.)
7. Official Road Map of the United States. A unique extra-large map, 28 by 42, showing Federal and state highways; fifty national parks and historic shrines marked in colored areas. (15¢.)

For those wishing maps of the United States and of the states, write for List of Publications Relating to Maps (lists maps from 5¢ up). Superintendent of Documents, Washington, D. C.

ALS FOR TEACHING BUSINESS SUBJECTS

Compiled by S. JOSEPH DeBRUM

Instructor in Commerce, Sequoia Union High School,
Redwood City, California

Business Geography—Booklets and Posters

Australian National Travel Association, Sir Francis Drake Hotel, San Francisco. Set of colored posters, illustrated booklet on Melbourne, and booklet, "The Story of Australia."

R. F. Mattesich, Austrian Tourist Information Office, 500 Fifth Avenue, New York. Descriptive booklets and a set of large posters on Austria. (Send 25¢ to cover mailing costs.)

Belgian Chamber of Commerce in the United States, 257 Fourth Avenue, New York. Booklet filled with photographs of Belgium, and other publications. Set of beautifully colored posters.

The Bermuda Trade Development Boards, 230 Park Avenue, New York. A well-illustrated bulletin on Bermuda. In the back of this is a rather large colored map of the Bermuda Islands.

Panama Pacific Line, 687 Market Street, San Francisco, or 1 Broadway, New York. 108-page handbook on California.

The China Society of America, 570 Lexington Avenue, New York.

1. 85-page publication, "China Through the American Window." (4¢ in stamp.) Gives interesting facts regarding China, contrasts and similarities between China and America, items concerning American-Chinese trade, and other information. Filled with graphic charts. Also includes a map of the United States superimposed upon the map of China.
2. "Salient Facts about China." (3¢ in stamps.)
3. Ask to be placed on the mailing list for future issues of the magazine, *China*. It is issued periodically.

The National Development Bureau, Department of the Interior, Ottawa, Canada. Publications on Canada:

1. Canada Folder. 12 pages. Discusses wealth, trade, and manufactures of the Dominion.
2. The Maritime Provinces, Canada. 80 pages.
3. How to Enter Canada. 4 pages.
4. Vacations in Canada. 96 pages. Illustrated handbook of information for tourists and sportsmen.
5. Canada—Recreational Folder. An outline of the main recreational attractions of Canada and where they may be enjoyed.
6. Camping in Canada, Fishing in Canada, Motoring in Canada, and Winter in Canada bulletins.
7. Compact Facts Regarding Canada. 30 pages. Concise statements regarding Canada's resources, industries, trade, etc.
8. Transportation in Canada. Contains information regarding railways, highways, canals, steamship and air services, etc.
9. Water Power Resources of Canada, and Fuel Resources of Canada.
10. The Minerals and Mining Industry of Canada.
11. The Forests and Forest Products Industry of Canada.

12. If still available, teachers may secure a set of photographs descriptive of Canada.

C. Puyo Delgado, Colombian-American Chamber of Commerce, 15 Moore Street, New York. "The Land of Coffee," "Colombia, the Treasure Land," a large coffee map of Colombia, and other materials are included.

Consulate General of Finland, 44 Whitehall Street, New York. Posters of Finland, descriptive booklets, and a large map of Denmark, Finland, Norway, and Sweden.

Chamber de Commerce Française, 4 East 52d Street, New York. 33-page illustrated bulletin on France; 110-page booklet, "Brittany Le Finistere"; photographic bulletin on the Pyrenees; and other literature.

G. Schiwiek, German Tourist Information Office, 665 Fifth Avenue, New York. Descriptive folders of the leading cities of Germany and a set of posters showing cathedrals and scenic parts of Germany.

T. Atherton Dixon, Travel and Industrial Development Association of Great Britain and Ireland, British Empire Building, 620 Fifth Avenue, New York. Industrial and commercial publications on some of the leading cities, maps of England, descriptive folders, and a set of photographic posters.

S. Goerl, Hungarian Government Railways, 400 Madison Avenue, New York. Set of illustrated pamphlets; set of artistic folders.

Irish Tourist Association, 604 Fifth Avenue, New York. 50-page publication, "Ireland, the Gem of the Sea" (contains map of the Irish Free State); descriptive folders. Other material may be obtained from the Irish Free State Consulate, 681 Market Street, San Francisco.

Resident Manager, India Railways Bureau, Delhi House, 38 East 57th Street, New York. 75-page handbook, "India and Burma" (includes tourist map of India). (6 large colored posters on India will be sent for 46¢ in stamps to cover mailing costs.)

Mr. G. Facci, Italian Chamber of Commerce, 604 Montgomery Street, San Francisco. Set of 9½-by-13 photographic booklets, "Travel in Italy"; 255-page book, "Seaside Resorts in Italy"; map of Rome; and other informational bulletins.

Mr. M. Kurita, Japan Tourist Bureau, Chamber of Commerce Building, Los Angeles, Calif. Beautiful set of colored and photographic posters on Japan; beautiful 84-page bulletin profusely illustrated, entitled "Japan"; small 66-page handbook, "Titbits on Japan"; and folders on Japan. (Similar materials might be secured from the Information Office, Nippon Yusen Kaisha, 545 Fifth Avenue, New York.)

Holland American Line, 120 Market Street, San Francisco. Set of attractive posters and supply of Dutch literature.

N. Y. K. Steamship Line, New York, or 551 Market Street, San Francisco. General literature descriptive of the Orient. Ask for booklet, "Shopping Around the World" (contains over 15 colored pictures).

The Wonders of Niagara, The Shredded Wheat Company, Niagara Falls, New York.

(To be continued)

TESTS IN BUSINESS MATHEMATICS

R. ROBERT ROSENBERG, M.C.S., C.P.A.

Dickinson High School, Jersey City, N. J.

THE following series of ten achievement tests in business mathematics are appearing in the BUSINESS EDUCATION WORLD:

1. Fundamental Operations. (Page 66, September issue)
2. Fractions. (Page 158, October issue)
3. Payrolls and the Application of Aliquot Parts to Interest. (Page 246, November issue)
4. Application of Aliquot Parts to Bank, Trade, and Cash Discount.
5. Percentage, and Trade and Cash Discount.
6. Profit and Loss, Commission and Brokerage, and Marked Price.
7. Banker's, Accurate, and Compound Interest, and Bank Discount.
8. Insurance and Taxes.
9. Stocks and Bonds.
10. Graphs, Depreciation, Denominate Numbers, and Practical Measurements.

The correct answer to each problem is included. In Section A of each test, the correct answer appears in parenthesis at the end of each problem. In Section B, the correct choice is indicated in italics. In Section C the answer appears in parenthesis at the end of each problem.

In scoring the true and false section of the test, use the R-W formula; in the 25 questions, if 19 are answered correctly, 5 are answered incorrectly, and 1 is not answered, the score is 14 (19, right, minus 5, wrong).

In the multiple-choice section, one credit should be given for each correct answer.

The number of credits allowed each problem in Section C may be found by dividing the total number of credits allowed by the number of problems in the section (60 divided by 5 equals 12, number of credits allowed for each problem).

Business Mathematics Test No. 4

APPLICATION OF ALIQUOT PARTS TO BANK, TRADE, AND CASH DISCOUNT

Section A

Time, 20 Minutes; 25 Credits

SOME of the following statements are true and some of them are false. *On a separate sheet of paper*, indicate those that you believe to be true by writing a *T* and those that you believe to be false by writing an *F* followed by the correct answer. Number each of your answers to correspond with the numbers of the statements below.

1. A 3-months note dated November 30 is due February 28. (True.)
2. 60 days from July 12 is September 10. (True.)
3. The number of days from August 15 to September 10 is 25. (False. 26 days.)
4. 4 months from July 31 is November 30. (True.)
5. The bank discount on \$840 for 90 days at 6% is \$21.60. (False. \$12.60.)
6. The proceeds of a \$500 note on which \$7.53 discount is charged are \$492.47. (True.)
7. The terms 5/10, n/30 means that 10% may be deducted from the face of a bill if paid within 5 days. (False. 5% off if paid in 10 days.)
8. A cash discount of 3% may be deducted from a bill dated July 31 if it is paid August 10, terms 5/10, 3/30, n/60. (False. 5%.)
9. A 4% discount on a \$275 bill amounts to \$11. (True.)
10. The cash price of a machine sold for \$60, terms 10/10, n/30, is \$54. (True.)
11. The amount due on a bill amounting to \$72.80, which is subject to a discount of 3%, is \$70.26. (False. \$70.62.)
12. The catalogue price is always the same as the net price. (False. Same as list price.)
13. A discount allowed for prompt payment of merchandise purchased is called a cash discount. (True.)
14. \$30 less 33 $\frac{1}{4}$ % and 25% is the same as \$30 less 50%. (True.)
15. The net price is found by subtracting the trade discount from the list price. (True.)
16. Two or more discounts allowed on a purchase are called a series of discounts. (True.)
17. \$280 less 20% equal \$210. (False. \$224.)

18. The trade discount received on a machine listed at \$70 less 30% is \$21. (True.)
19. A 10% cash discount, received on an article listed at \$500 less 10%, amounts to \$45 (True.)
20. If discounts of $33\frac{1}{3}\%$ and 25% are deducted from merchandise listed at \$300, the net amount is the same as the trade discount. (True.)
21. The cost of a radio listed at \$80 less 25% and 10% is \$54. (True.)
22. The date on which a note is due is called the term of discount. (False. Date of maturity.)
23. The bank discount at 6% for 90 days on \$400 is more than ordinary interest at 6% for the same period on this amount. (False. The same.)
24. The due date is the same as the date of maturity. (True.)
25. 5% discount on \$756 for 82 days is \$8.61. (True.)
9. Two months from December 1 is (February 28—February 29—March 1—March 2).
10. The term of discount of a 3-months note dated January 18, if discounted February 25, is (46 days—58 days—63 days—52 days).
11. 60 days from January 31 is (April 21—May 1—March 30—April 1).
12. The bank charge on a \$1,200 loan at 6% for 96 days is (\$18—\$19.20—\$21.80—\$17.20).
13. The proceeds of a \$736 note discounted at 6% 48 days before maturity is (\$730.50—\$726.80—\$698.70—\$730.11).
14. \$728.36 is received from a bank for an \$827.35 note. The discount charged by the bank is (\$89.99—\$99.99—\$98.99—\$99.89).
15. A \$400 note dated August 15 and due in 2 months is discounted September 1, at 6%. The amount received from the bank is (\$397.07—\$388.95—\$375.85—\$347.07).

Section C

Time, 25 Minutes; 60 Credits

Section B

Time, 15 Minutes; 15 Credits

In each of the following statements, one number or group of numbers enclosed in the parenthesis will make the statement correct. On a separate sheet of paper, indicate that number or group of numbers. Number each of your answers to correspond with the numbers below.

1. The amount of trade discount allowed on a machine listed at \$84 less 25% and 10% is (\$12.30—\$27.30—\$31.20—\$20.31).
2. \$123 less $33\frac{1}{3}\%$ is (\$1—\$3—\$5—\$7) less than \$116 less 25%.
3. The cash discount on a bill of goods amounting to \$184, purchased October 30 and paid November 9, terms 5/10, 2/30, n/60, is (\$7.60—\$8.75—\$9.20—\$11.40).
4. The net price of a desk listed at \$72.50 less 20% and 10% is (\$52.20—\$61.50—\$43.80—\$36.25).
5. A battery listed at \$20 less 25%, 20%, and $16\frac{2}{3}\%$ costs (more than, less than, as much as) a battery listed at \$20 less 50%.
6. The selling price of 4 dozen hats listed at \$18 per dozen less 25% and 10% is (\$48.60—\$54.35—\$54—\$84.60).
7. A bill of goods invoiced at \$348 is paid after 23 days. If the terms are 6/10, 3/30, n/60, the amount due is (\$237.56—\$187.65—\$348—\$337.56).
8. A sofa, catalogued at \$82.50 less 20% and 20%, terms 10/10, n/60, was paid after 5 days from the date of the invoice. The net cost was (\$47.52—\$52.80—\$66—\$74.52).
1. On June 25, Jones & Stewart purchased 5 dozen brooms at \$1.95 per dozen, less 25% and 20%; 4 dozen pails at \$1.25 per dozen, less 20% and 20%; and $1\frac{1}{2}$ dozen shovels at \$3.20 per dozen, less 20% and 10%. The terms were 5/10, n/30. How much was due on the invoice, if paid July 5? (Answer: \$11.88.)
2. Find the cash price of 15 dozen pencils at 56 cents per dozen, less 25% and 5%, if purchased February 26, terms 60 days net, 30 days, 2%; cash, 6%. (Answer: \$5.63.)
3. The Perfect Counting Machine Co. offers a cash register at \$112 less 25% and 10%, terms 10/10, n/60. The Reliable Register Company offers a similar register at \$96, less 25% and 5%; terms 5/10, n/60. Which is the better offer, and how much better, for a cash customer? (Answer: \$96 less 25% and 5%, better offer; \$3.06, amount better.)
4. Find the proceeds of a 90-day note amounting to \$680, dated December 12 and discounted January 19 at 6%. (Answer: \$674.11.)
5. The Chic Furniture Co. sold a living room suite on October 18 for \$234, allowing a $16\frac{2}{3}\%$ discount. They received a 60-day note in payment, which they discounted on November 1 at 6%. How much cash did they receive as a result of this transaction? (Answer: \$193.50.)

SHORTHAND THEORY EXAMS

The Gregg Publishing Company's Research Department responds to requests from teachers for examinations on the first eight chapters in the Shorthand Manual

THE following examinations have been prepared by the Research Department of the Gregg Publishing Company in response to many requests from theory teachers for a standard examination to use when students have completed Chapter VI and Chapter VIII of the shorthand Manual. Each examination consists of a 100-word vocabulary test, a phrasing test containing 50 common phrases, and a three-minute dictation test on new matter at 30 words a minute.

A shorthand theory examination covering the entire Manual and transcription tests are published monthly in the "Gregg News Letter," which will be mailed to any teacher upon request. Address the Editor of the "Gregg News Letter," 270 Madison Avenue, New York, New York.

Total Time for Examination—

Vocabulary Test	18 minutes
Phrasing Test	12 minutes
New-Matter Test	12 minutes

—
Total

42 minutes
Give the student the benefit of the doubt in grading all border-line shorthand errors. Passing grade 80 per cent on each test; 80-85, C; 86-94, B; 95-100, A. Specific instructions for grading each test are given with the test.

1. Vocabulary Test (100 Words)

The 100-word vocabulary test contains a sampling of the theory principles and brief forms. The words are grouped by chapters, and paragraph references are given after the words. Those words that do not have paragraph references after them are written in accordance with the principle governing the writing of the preceding word. No words prior to Chapter IV are given, because the automatic review contained in the words selected also covers the principles in the first three chapters.

The 100 words are to be dictated at the rate of 15 words a minute. Total dictating time, 6 minutes 40 seconds, with a one-minute rest at the end of the first three minutes. The teacher

should repeat each word once. The students should write the shorthand outlines in column form, leaving room at the right for the longhand transcript.

At the end of the dictation students are to transcribe in longhand. Allow 10 minutes for transcription.

Deduct 1 per cent for each shorthand error and 1 per cent for each longhand error.

2. Phrasing Test (50 Phrases)

The 50 phrases in this test are arranged in the same convenient grouping as the vocabulary test. The initials S. S. preceding the paragraph number after some of the phrases refer to "Gregg Speed Studies." All other paragraph numbers refer to the shorthand Manual.

The phrases are to be dictated at the rate of 10 phrases a minute. Total dictating time, 5 minutes. The phrases are to be written in column form and transcribed in longhand. Allow 7 minutes for transcription.

Deduct 2 per cent for each shorthand error and 2 per cent for each longhand error. Make only one deduction for each shorthand outline or its transcript.

3. New-Matter Speed Test

Dictate the business letter in this test at 30 words a minute. Total time, 3 minutes. The letter is counted in groups of 10 standard words so that those teachers who wish to dictate it at a higher rate may do so without recounting it.

The letter is to be transcribed either in longhand or on the typewriter, whichever method is the more practicable. Transcribing time, either by longhand or typewritten, 9 minutes.

Shorthand Notes: Deduct 2 per cent for each shorthand error. Make no exception if the same word is written incorrectly several times; each incorrect outline is counted an error regardless of its repetition.

Transcript: Deduct 4 per cent for each word omitted, added, transposed, or incorrectly spelled in the transcript. Do not deduct for "typewriting" errors such as strikeouts, faulty spacing, etc., or for punctuation errors.

Examination No. 1 Covering Chapters I-VI

1. Vocabulary Test

Chapter IV

1. rubber (91)
2. bloom
3. cook
4. fruit
5. campus (93)
(20 sec.)
6. religious
7. famous (94)
8. annul
9. wool (97)
10. wash
(40 sec.)
11. weary
12. water
13. queen (99)
14. dwell
15. queer
(1 min.)
16. awaken (100)
17. away
18. yet (104)
19. yarn
20. yoke
(1 min. 20 sec.)
21. angle (105)
22. gang
23. drink
24. seemingly (106)
25. savings
(1 min. 40 sec.)

Chapter V

26. uniform (112)
27. voucher
28. annoyance
29. comply
30. human
(2 min.)
31. realize
32. slide
33. fuel
34. might (114)
35. line
(2 min. 20 sec.)
36. inquire (115)
37. wire
38. power
39. rightly (116)
40. radio (118)
(2 min. 40 sec.)
41. diet (119)
42. riot
43. create (120)
44. mania
45. amuse (121)
(3 min.)
46. ruin
(Rest 1 min.)
47. theory
48. bureau
49. arrangement (122)
50. consider

(20 sec.)

51. opportunity
52. trust
53. budget (124)
54. rush
55. crown
(40 sec.)
56. announce (125)
57. profit (127)
58. favorable
59. perhaps
60. terrible
(1 min.)
61. experiment
62. statement
63. example
64. protection (128)
65. confidence
(1 min. 20 sec.)
66. except
67. success

(2 min.)

76. September (137)
77. Wednesday
78. industry (138)
79. entirely
80. attention
(2 min. 20 sec.)
81. remittance
82. acknowledgment
83. spend (140)
84. endeavor
85. motive
(2 min. 40 sec.)
86. definite (143)
87. gentlemen
88. approximate
89. below (145)
90. delay
(3 min.)
91. reasonable
92. display
93. mislaid
94. record (150)
95. insure
(3 min. 20 sec.)
96. acquaintance
97. catalogue
98. determine
99. envelope
100. sufficient
(3 min. 40 sec.)

Chapter VI

68. inventory (133)
69. blind
70. trimmed
(1 min. 40 sec.)
71. entry (134)
72. settled (136)
73. filed
74. detailed
75. compelled

2. Phrasing Test

Chapter III

1. to work (84)
2. to place
3. to pay
4. as great as (85)
5. as well as
(30 sec.)
6. to give (87)
7. with you
8. should be
9. must be
10. between the
(S.S. 50)
(1 min.)
11. they give
12. they can
13. to sell (S.S. 53)

14. to be able
15. to call
(1 min. 30 sec.)

16. to send

Chapter IV

17. we cannot (101)
18. we will
19. does not (108)
20. did not
(2 min.)
21. on our
22. we should
23. about which it is
(S.S. 75)
24. at all times
25. as if
(2 min. 30 sec.)

Chapter V

26. they would like
(S.S. 82)
27. I should be
28. please ship the
(S.S. 87)
29. I cannot find
30. we enclose
(3 min.)
31. why not
32. in respect

Chapter VI

33. Sincerely yours
34. Dear Mr.
35. Very respectfully
(3 min. 30 sec.)
36. they had
37. you had

38. it is not (149)

39. he was not
40. there is not
(4 min.)

41. Tuesday morning
(S.S. 103)

42. tonight
43. I couldn't
(S.S. 107)

44. we didn't
45. please remit
(S.S. 109)

46. in this instance

47. I suggest
48. entirely satisfactory
49. your attention
50. in response
(5 min.)

3. New-Matter Speed Test

Gentlemen: Below is given a record of the reasons¹⁰ why we cannot review the advertising record²⁰ claimed by the newspaper you sent us yesterday. We shall⁸⁰ not depart from the decision nor shall we agree to⁴⁰ dismiss without reasonable explanation a previous⁵⁰ complaint

made against the way they printed the catalog⁶⁰ for the repair committee.

They had a chance to reform⁷⁰ and it is not fair to do this until they show a⁸⁰ determined effort that they plan to revise the plans. Yours truly (90 words).

Examination No. 2 Covering Chapters I-VIII

1. Vocabulary Test

Chapter IV

1. deduction (91)
2. took
3. group
4. routine
5. bus (93)
(20 sec.)
6. choose
7. noon (94)
8. smooth
9. wages (97)
10. watch
(40 sec.)
11. waste
12. wagon
13. equipped (99)
14. quick
15. quote
(1 min.)
16. ahead (100)
17. await
18. yard (104)
19. yearly
20. yellow
(1 min. 20 sec.)
21. hung
22. spring
23. wrong
24. impression (106)
25. dealings
(1 min. 40 sec.)

Chapter V

26. unit (112)
27. oil
28. price
29. idle (114)
30. alive
(2 min.)
31. outline (115)
32. appoint
33. highly (116)
34. poem (118)
35. science (119)
(2 min. 20 sec.)
36. creation (120)
37. quiet (121)
38. genuine
39. mail (122)
40. respect
(2 min. 40 sec.)
41. strange
42. progress
43. brawn (124)
44. touch
45. column
(3 min.)
(Rest 1 min.)
46. presume (126)
47. agreement (127)
48. sample
49. valuable
50. suitable
(20 sec.)
51. proved

52. approach
53. permit
54. produce (128)

Chapter VI

55. count (133)
(40 sec.)
56. consigned
57. prompt
58. empty (134)
59. cold (136)
60. failed
(1 min.)
61. scheduled
62. February (137)
63. Thursday
64. allow (138)
65. individual
(1 min. 20 sec.)
66. stock
67. unable
68. suggestion
69. opened (140)
70. divide
(1 min. 40 sec.)
71. positive
72. altogether (143)
73. delivery
74. credit
75. beside (145)
(2 min.)
76. depart
77. refund

78. discover
79. misery
80. advertise (150)
(2 min. 20 sec.)
81. newspaper
82. occasion
83. improvement
84. merchandise
85. determine
(2 min. 40 sec.)

Chapter VII

86. discontinue (153)
87. medium
88. obtain (155)
89. sentence (156)
90. farm (161)
(3 min.)
91. standard (163)
92. concerned (164)
93. ascertain (165)
94. weather (168)
95. percentage (170)
(3 min. 20 sec.)

Chapter VIII

96. insist (174)
97. student (175)
98. demand (178)
99. advice (181)
100. careless (183)
(3 min. 40 sec.)

2. Phrasing Test

Chapter III

1. to say (84)
2. to our
3. about the (87)
4. if the
5. upon the (S.S. 50)
(30 sec.)
6. to give you
7. to think

Chapter IV

8. we shall not (101)
9. we have been
10. very much (108)
(1 min.)
11. into the
12. can you give
(S.S. 75)

Chapter V

13. My dear Madam
(S.S. 82)
14. all my time
15. how can (S.S. 87)
(1 min. 30 sec.)
16. please wire
17. why are
18. write me

Chapter VI

19. Gentlemen (142)
20. Cordially yours
(2 min.)
21. Respectfully yours
22. Yours very
sincerely
23. I had not (148)
24. there was not (149)

- | | | | |
|------------------------------------|---------------------------------------|--------------------------------|----------------------------------|
| 25. it was not
(2 min. 30 sec.) | 32. his attention
(S.S. 109) | 37. at any time | 45. as near as possible
(171) |
| 26. this morning
(S.S. 103) | 33. on this occasion | 38. what to do | (4 min. 30 sec.) |
| 27. Tuesday morning | 34. I was not aware | 39. to know | 46. I hope |
| 28. tomorrow night | 35. definite time
(3 min. 30 sec.) | 40. we do not believe
(158) | |
| 29. yesterday morning | | (4 min.) | |
| 30. I can't (S.S. 107)
(3 min.) | Chapter VII | 41. I do not believe | Chapter VIII |
| 31. he couldn't | 36. to meet (157) | 42. I do not see | 47. out of the question
(189) |
| | | 43. they do not know | 48. up to the time |
| | | 44. I don't | 49. I am of the opinion |
| | | | 50. kindly let us know |

3. New-Matter Speed Test

Gentlemen: Mr. James Kent has made no response to our¹⁰ demands for payment of his bill for \$9, nor²⁰ has he made any explanation. We have already³⁰ extended the time several months and reminded him⁴⁰ again several days ago. We believe that this bill⁵⁰ is collectible and

we are therefore placing it in⁶⁰ the hands of our collection agent, advising him to⁷⁰ commence suit at once.

We are sorry to be compelled to⁸⁰ do this but there is no alternative. Yours very truly (90 words).

CANADIAN GREGG ASSOCIATION MEETS

The annual conference of the Canadian Gregg Association was held October 27 at the Chateau Laurier, Ottawa, under the direction of President E. J. McGirr, Principal of the Niagara Falls Collegiate Vocational Institute. Those addressing the conference were L. S. Beattie, Inspector of Vocational Schools in Ontario; Paul A. Moreland, Central High School of Commerce, Toronto; M. C. Roszell, Northern Vocational School, Toronto; W. F. Marshall, Principal, Westervelt School, London; A. G. Steinberg, High School of Commerce, Ottawa; and Louis A. Leslie, Editor, Gregg News Letter, The Gregg Publishing Company, New York City. The luncheon address was delivered by Dr. John Robert

Gregg. The new officers for the ensuing year are:

President: W. F. Marshall, Principal, Westervelt School, London, Ontario. *Vice President:* B. H. Hewitt, Northern Vocational School, Toronto, Ontario. *Secretary-Treasurer:* Mildred Lacell, The Gregg Publishing Company, Toronto, Ontario. *Executive Committee:* C. I. Brown, Chairman, The Gregg Publishing Company, Toronto, Ontario; M. C. Roszell, Northern Vocational School, Toronto, Ontario; E. J. McGirr, B.A., Principal, Niagara Falls Collegiate Vocational Institute, Niagara Falls, Ontario; F. W. Ward, Principal, Gregg College, Toronto, Ontario.

A more complete report of this important conference will appear in a forthcoming issue.

The B. E. W. Platform

1. A minimum business education for everyone, and short courses in the skill subjects for personal use.
2. Specific application of the general objectives of business education in terms of authoritative instructional materials and scientifically prepared courses of study.
3. A better understanding of present-day economic problems and their effect on business education.
4. Higher practical standards of achievement in skill subjects.
5. A better understanding of the objectives of business education and a more sympathetic cooperation in the solution of business-education problems on the part of those educators charged with the administration of schools and with the certification of teachers.



AUTOMATIC REVIEW LESSONS

(Copyright, 1934, by The Gregg Publishing Company)

To enable the teacher of shorthand theory to concentrate on the review present in each unit of the Gregg Shorthand Manual, the vocabulary of the Manual and of "5,000 Most-Used Shorthand Forms" has been rearranged and is being published in monthly installments, the first of which appeared in the January issue.

Automatic Review in Chapter X

[The numbers enclosed in parentheses refer to those paragraphs in the Gregg Shorthand Manual that are reviewed]

Par. 209. (11) contrary, controversy, destroy, electric, electric-light, electrical, exclusive, -ly, extraordinary, intellectual. (12) extremely. (14) centralize, -ation, controversy, countersign, extricate, interfere, international, interview, retrogression. (15) destroyed. (19) intercourse. (20) electrical, retrogression. (52) electrolysis. (53) counterpart. (58) centralization, construction, destruction, distribution, detraction, introduction, instruction, international, restriction, retraction, retribution, retrogression. (59) destroyed, distributed, entered, entertained, instructed, interested, interrupted. (67) deteriorate, exterior, interior. (69) intercourse. (80) exclusively, extremely, construct, -tion, contract, -s, contrary, contrast, contribute, control, controversy, countersign, counterpart, constrain, constraint, construe, -d. (106) enter, -d, entertain, -ed, -ing, -ment, entrance, exclamation, exclusive, -ly, exterior, extra, extraordinary, extreme, -ly, extricate, intellectual, intelligence, intelligent, intercourse, interest, -s, -d, -ing, interfere, interior, internal, international, interrupted, interval, -s, interview, introduce, -d, introduction, instruction, -s, instrument, -s, instrumental. (112) centralize, countersign, destroy, -ed, electric-light, interview. (115) electric-light. (127) detrimental, -al, entertainment, instrument, -s, al. (133) constraint, restraint. (140) intelligent. (145) distribute, -ed, -tion, district, -s, distract, -tion, retreat, retract, -tion, retribution, retrieve, retrogression, restrain, restraint, restrict, -tion. (153) extraordinary. (155) entertain, -ed, -ing, -ment. (165) extraordinary. (199) exclamation.

Par. 211. (11) acted, active, activity, -ies, affected, elected, extracted. (12) activity, attractive. (14) activities, defective. (15) detected, detective, protected, selected. (18) elected, selected, tractor. (19) contractor, constructor, instructor, tractor. (26) deducted, detected. (37) protected. (59) acted, affected, conducted, contracted, constructed, instructed, extracted, detracted, effected, affected, detected, selected, protected, elected, directed, deducted. (80) conducted, contracted, contractor, constructed, constructor, constructive. (106) extracted, instructed, instructor, instructive. (109) effected, effective. (128) protected. (130) directed. (140) defective. (145) detracted, restrictive. (175) acted, active, activity, -ies, affected, attractive, conducted, constructed, constructor, constructive, contracted, contractor, deducted, defective, detected, detective, detracted, directed, elected, extracted, instructed, instructive, instructor, protected, restrictive, selected, tractor.

Par. 212. (11) eccentric. (14) inextricable. (15) redistribute. (51) concentration. (58) concentration, reconstruction. (59) disinterested, uninstructed. (80) concentration, reconstruction, uncontrolled. (106) disinterested, indestructible, inextricable, misinterpret, uncontrolled, unrestrained, uninteresting, uninstructed. (127) indestructible, inextricable. (129) disinterested, inextricable, misinterpret, reconstruction, redistribute, uncontrolled, uninstructed, uninteresting, unrestrained. (133) indestructible, unrestrained. (136) uncontrolled. (145) disinterested, misinterpret, redistribute, unre-

strained. (174) disinterested. (175) indestructible, uninstructed.

Par. 214. (11) recline, -d, reclaim, -ation, recluse, supremacy, transact, -ed, -tion, underwrite. (12) declaim, -ation, declare, -d, decline, -d. (14) aggravate, antagonize, antecedent, anticipate, -d, -ing, -tion, circulation, declaration, grandfather, McNeil, oversight, paradise, parasite, postmaster, shipshape, supersede, supervise, -sion, -or, transfer, -red, transfix, translation, underline, underneath, underwear. (15) overtake, undertake. (17) postman. (18) multiplication, shipwreck. (20) agricultural. (26) included, shortsighted. (27) inclement, paramount. (29) overcome. (37) multiple, multiply, multiplication. (41) overcharge, overcoat, overcome, overdue, overlook, -ed, oversight, overtake, overthrow. (52) circumstances, paralysis. (53) under, underneath, underline, understand, -ing, understood, undertake, underwear, underwrite. (57) transfix. (58) anticipation, circulation, declamation, declaration, inclination, inclusion, multiplication, reclamation, supervision, suspension, suspicion, transaction, translation, transportation. (59) declared, postponed, supported, suspected, transferred. (67) anterior, superior. (71) granddaughter. (76) shorter. (78) grandfather, grandmother, overthrow, underneath. (80) self-confident, self-control, shortly. (93) suspicious. (94) grandmother, multitude, multiple, multiplication, multiply. (95) overcharge, overlook, -ed. (97) underwear. (104) shipyard. (106) superintendent. (112) antagonize, multiply, oversight, paradise, parasite, shortsighted, supervise, -or, underwrite. (114) underline. (115) underwrite. (121) overdue. (124) grandson. (127) agreeable, agreement, disagreeable, susceptible. (130) self-confident. (133) declined, inclined, reclined, suspend. (138) understand, -ing. (145) disagree, -able. (153) antecedent, circumstance, -s, superintendent, understand, -ing. (165) transport, -ation. (168) grandfather, grandmother. (170) magnify, postage, shortage. (175) antecedent, suspect, -ed, transact, -ed, -tion. (193) magnitude, multitude, understood. (195) post-office. (199) inclination, transportation.

Par. 216. (11) disinclined, disinclination, untransacted. (15) self-contradiction. (58) disinclination, self-contradiction. (59) unparalleled, unrestricted, unsuspected, untransacted. (80) self-contradiction, self-control. (93) unsuspicious. (106) disinclined, disinclination, self-interest, unparalleled, unrestricted, unselfish, unsusceptible, unsuspected, unsuspicious, untransacted. (127) unsuspicious. (133) disinclined, untransacted. (145) disinclined, disinclination, unrestricted. (175) unrestricted, unsuspected, untransacted. (199) disinclination.

Par. 218. (145) misunderstand, -ing, misunderstood. (153) misunderstand, -ing. (193) misunderstood.

Par. 219. (11) extra. (59) entered. (76) shorter. (80) counter, shortly. (106) enter, -ed, -ing, extra. (170) shortage.

(In January, Automatic Review in Chapter XI)

KEY TO THE SHORTHAND PLATES

in the December issue of the Gregg Writer

The serial running in the GREGG WRITER—Mary Roberts Rinehart's "Twenty-Three and a Half Hours' Leave"—is a copyrighted story the publishers were able to grant permission for us to reprint only in shorthand. We suggest that teachers make it a point to run through the plates before taking up the reading of the story in class, so that they may note any outline that might chance to be unfamiliar.

In Which Paul Rues a Hasty Judgment

From "Basic Fables," issued by Hollingsworth & Whitney Company, manufacturers of Basic Bond

Paul Pigeon was nearing home after an extended tour in foreign lands. His long solo flight over the Atlantic²⁰—miles and miles of nothing but salt water—had made him exceedingly thirsty.

When he was finally over⁴⁰ land again, he lowered his altitude in quest of the where-withal to slake his thirst. Far below him on the roadside⁶⁰ was a billboard, advertising a well-known beverage. So realistically had the artist represented⁸⁰ the tempting drink that Paul was completely deceived by the painting.

"Aha," he said, "a long, cool drink at last!"¹⁰⁰ And temporarily blinded by his enthusiasm and excitement, he made a swift, steep descent toward the¹²⁰ sparkling glass, and crashed headlong into the billboard.

Great haste is not always good speed (134)

Land of Rosy Dawns and Riotous Sunsets

From a most interesting letter written to us by Liu Ah Weng, one of our enthusiastic Chinese students at Kuala Lumpur, Selangor, F. M. S. We believe you'll enjoy his vivid descriptions as much as we have enjoyed them.

Take a ride along our Malayan roads and enjoy the pleasant prospect for yourself. For long miles you behold the⁸⁰ green of luxuriant tropical jungles, relieved occasionally by the blaze of some wild orchid, the expanse⁴⁰ of vast rubber estates, the interesting spectacle of mine-pitted landscape. The toot of your motor horn⁶⁰ awakens echoes among the trees and underbrush and sends a waterfowl fluttering to cover. Perhaps you⁸⁰ have heard much of the wild fauna of Malaya. If so, you will be disappointed—or relieved—to encounter¹⁰⁰ nothing more formidable than a cow or water-buffalo which regards your intrusion unconcernedly¹²⁰ and returns leisurely to its browsing of the wayside grass.

Where are the tigers and elephants and one-

horned rhinos,¹⁴⁰ of which you have heard so much? Ah, they cannot be found so near the main routes, these creatures of the wild; they keep to¹⁶⁰ the hinterland, in the impenetrable jungles, which is their but rarely disputed domain, where they can roam¹⁸⁰ at will—and perhaps it is as well. They are rather too ferocious for one to emulate Frank Buck and "bring 'em²⁰⁰ back alive."

Even so, their numbers have materially decreased in the last twenty years. They have steadily²²⁰ fallen victim to the hunter's trap and rifle. Civilization has inexorably forced back the trackless²⁴⁰ jungles, and what were once the safe and peaceful haunts of bird and beast echo now to the harsh panting of a railway²⁶⁰ engine as it irresistibly ploughs its way through hills and across ravines, and Ichabod is written across²⁸⁰ the face of many a once serene scene. But in spite of the ubiquitous works of man there still remain landscapes³⁰⁰ and skylines of virgin beauty that the poet would fain behold, and beholding murmur:

Clear had the sky been from³²⁰ the dawn

All chequered from the sky,

Thin clouds, like scarves of cobweb lawn,

Veiled heaven's most glorious eye.

The scene changes³⁴⁰ and picturesque Malay huts, raised precariously above the ground on frail-looking stilts, come into view. These belong³⁶⁰ to the peasants who till the soil and cultivate their little plots of ground, and hard by you see the paddy fields³⁸⁰ looking fresh and green, promising a goodly harvest to these husbandmen. The natives hunt and fish and farm. They were⁴⁰⁰ unspoiled children of nature until more commercialized races came and taught them the love of filthy lucre, for,⁴²⁰ *au fond*, they prefer the restful existence. There is something alluring about the simple life of these folk. For⁴⁴⁰ them at least the vexing problems of the world are not.

If you are very early you will meet the rubber-tapper⁴⁶⁰ as he goes about his task—and interesting it is, too, to those who have not seen how the latex is gathered⁴⁸⁰ from the rubber trees, which stretch away in long serried rows, looking in the gathering dusk of a tropical⁵⁰⁰ evening like silent sentinels of the forest.

In one of his hands the workman holds a queer-looking implement which⁵²⁰ is known as a tapping knife, with which he neatly slices the bark of the rubber tree so that the milk-white fluid⁵⁴⁰ flows down into a collecting cup hung to the bole of the tree, to be, in turn, emptied into the pail he carries.⁵⁶⁰ He takes

the result of his labors back to the coagulating shed and the smokehouse in another part⁶⁰⁰ of the plantation, where the liquid rubber is transformed into "smoked sheet" which is then shipped to Singapore and thence⁶⁰⁰ to the manufacturing houses and factories of the world.

How few of us pause to think of the interesting²⁰ processes a rubber tire passes through before reaching the final shape in which we see it in the motor⁴⁰⁰ emporia of town and city!

Dotted here and there along the way, sometimes far back and sometimes menacing⁶⁰⁰ the very road itself, are the tin mines, large and deep cavities in the ground alive with workmen who are digging⁶⁰⁰ up the earth with "changkols" (hoes), or, where the material is too hard to permit of such method of attack,⁷⁰⁰ giant monitors are turned on the rocky wall, breaking it up like magic.

The monitor is a steel hose which⁷²⁰ shoots strong jets of water under enormous pressure 40, 50 or even 60 feet into the stony⁷⁴⁰ face of the mine and crumbles it. In the bottom of the mine a 6" centrifugal pump driven by a steam⁷⁰⁰ engine elevates the tin-bearing earth to the surface of the mine, about a hundred feet above, where it is⁷⁰⁰ treated in 6 x 80 foot launders to isolate the tin from the dross, by skilled Chinese workmen operating⁸⁰⁰ with huge rakes.

The pipe line which lifts the valuable cargo to the mine surface is carried on a rickety⁸²⁰-looking structure of poles, which is very picturesque if frail in appearance, and a stranger might think that the⁸⁴⁰ skeleton frame work would collapse under the first gust of wind. Actually, however, the Chinese craftsman knows⁸⁶⁰ his business and the flimsy construction is almost as firm as the celebrated Rock of Gibraltar.

These are⁸⁸⁰ the lode mines, whose rocky, limestone, or uneven bottom does not permit of any other form of mining. But⁹⁰⁰ alluvial lands are worked by dredges, which while requiring a large initial capital, give back huge returns.⁹²⁰ Operating in land-locked paddocks they reach into the water and burrow deep into the vitals of the⁹⁴⁰ earth, these leviathans of the mining industry, and bring up large bucketfuls of rich material. These⁹⁶⁰ mechanical monsters are a triumph of mining engineering and have revolutionized the mining of tin⁹⁸⁰ in the Malay States. Their success has now become an oft-told tale.

There are still other methods of mining, too, such¹⁰⁰⁰ as the underground type, where husky coolies dig like rabbits in a warren a thousand feet beneath the surface¹⁰²⁰ of the ground, in which a single steel strand is all that is between them and a living tomb, and where powerful fans¹⁰⁴⁰ are the sole life blood of the subterranean passages.

I have been in this city of Kuala Lumpur for¹⁰⁶⁰ over a year, but still my heart is back in Ipoh where my interests really lie. The memory of my home under¹⁰⁸⁰ the shadow of the cliffs is not to be banished even by the sights of the magnificent domes and spires¹¹⁰⁰

of this Federal Capital, and, in truth, this city has many public and government buildings of¹¹²⁰ architectural beauty.

Still, it is nice occasionally to take a ride to the Lake Gardens where the air is bracing¹¹⁴⁰ and the prospect pleases, or along the business quarter where the river Gombak licks the embankment lazily¹¹⁶⁰ as it leisurely makes its way westward to the sea and pauses awhile to lap the stone steps of the Malay¹¹⁸⁰ mosque where each day, at sunrise and sunset, the faithful kneel and pray.

The pictures I am sending you give a vivid¹²⁰⁰ impression of Malaysia, to whose sunny shores many a stranger has come and found the glamour and romance¹²²⁰ he sought. Sometimes people come for fun, sometimes for fortune, but always the East captivates them. They alone understand¹²⁴⁰ the true spirit of Malaya. To them she will always beckon. Such scenes, then, do the accompanying¹²⁶⁰ photographs seek to portray; and if you find the nomenclature sometimes strange, it is but a part of the land of which¹²⁸⁰ I have tried—with poor success perhaps—to give you an impression.

Yes; this and many other interesting things¹³⁰⁰ of this land of rosy dawns and riotous sunsets I would tell you could my pen be equal to the task; but time¹³²⁰ passes and my ink runs out, and I fear that you are tired, so I shall stop here, with that pleasant feeling of an¹³⁴⁰ agreeable task completed. (1346)

Graded Dictation

On Chapters X-XII

LETTERS

My dear Sir: One sure way to increase your business is to advertise.

If you can make what you have to sell appear²⁰ so attractive that people cannot resist buying, you will be putting into circulation the money that⁴⁰ is tied up. As your customers begin to spend freely, manufacturers can employ more men. These men, in turn,⁶⁰ can buy the goods the manufacturer furnishes you.

Our agency has a reputation for writing⁸⁰ advertisements that bring results. We have letters from dealers all over the country telling us of increases in¹⁰⁰ sales after we have helped them put over an advertising campaign.

May we call in the near future and talk over¹²⁰ your situation with you? Yours for service. (129)

Dear Mr. McWilliams: It does me a great deal of good to hear from you and to know you are still interested²⁰ in the progress of your former pupil.

We are kept busy here from eight o'clock

until four, with the exception⁴⁰ of an hour for lunch.

At the beginning of this school year, each faculty member automatically became⁸⁰ a member of one of a number of classes in applied mathematics. These classes are being conducted⁸⁰ by our principal.

In these classes we have been studying means, medians, modes, etc. For our final¹⁰⁰ examination we are having to apply what we have learned to the grades obtained from a test given to at least²⁰ one hundred of our students.

These classes have been interesting and instructive.

The teachers work hard while they are¹⁴⁰ working but they find time for play, also. A faculty golf club has been formed; also, a swimming class for instructors.¹⁰⁰

I shall be glad to hear from you again and shall be happy to show you our building and equipment if you¹⁸⁰ can find time to visit us. Yours respectfully. (189)

Dear Sir: Will you please reserve for me an outside room in your hotel for the second week in July?

I wish to²⁰ spend some time in Tulsa and Oklahoma City before going to Fort Worth. Can you tell me the names of the⁴⁰ best hotels in these cities? Yours truly. (47)

Dear Sir: I hear you have some farm land near Trenton, New Jersey, for sale.

How many acres have you and what is the²⁰ price per acre? Also, what is the average yield of wheat per acre?

I should like to know, too, about the⁴⁰ proximity of each farm to schools and churches, the condition of its water supply, etc.

May I hear⁸⁰ from you soon? I have the cash to invest if the property is what I desire. Yours truly. (76)

Dear Sir: We acknowledge receipt of your letter about the account book and we do not feel that it should be²⁰ absolutely necessary to do what you say in order to adjust the matter. Are you able to say⁴⁰ anything more about this matter than has already been said many times before?

The abstract of title about⁶⁰ which you are more deeply concerned is one thing about which you can set your mind at rest. According to the report⁸⁰ which I have just received from our lawyers, the matter has been settled satisfactorily. The above mentioned¹⁰⁰ account book concerning which the lawyers wrote to you is another matter about which it is impossible¹²⁰ to come to an agreement just now. According to my latest information, the book should be purchased from the¹⁴⁰ present owner.

About how many years has he had this book, concerning which we have had so much trouble? As I¹⁶⁰ remember it, it was three years ago, or about that time, that he procured it. Why don't you approach him about¹⁸⁰ this thing? Offer him \$100 and if he will not

accept that then we can try some other means of getting²⁰⁰ the book.

While we need the book very much in America about this time, our English branch writes us that, on²²⁰ account of the new Act of Parliament regulating these matters, their need for it is not so urgent. It is²⁴⁰ obvious, however, that we cannot afford to do much cabling across the water at the rate of a dollar²⁶⁰ a word—it will be cheaper to buy the book and say no more about it.

When you have a chance, please write me²⁸⁰ about these goods you bought recently. I should like to know what you found so attractive about them as well as about³⁰⁰ these other goods you bought some time ago. Very truly yours. (311)

BRIEF-FORM SPEED DRILL

(Achievement Standard, 120 words a minute)

Dear Sir: Thank you for your friendly answer to our recent communication in regard to the character and²⁰ experience of John King. We shall make an effort to return the favor when you want us to do so. Yes, you⁴⁰ are correct that we plan to have a long list of names of strong young men who can be among those present to help with⁶⁰ the installation of the engines in the exhibit room.

You should communicate with Frank in regard to the⁸⁰ effect of your plans for work on the car or else they may place it in the room before you get there. Frank built the platform¹⁰⁰ and will be glad to let you place it where you want to if you get a bill from your friend telling him of your plans.¹²⁰ The platform has a great deal more strength than the other place and would be a better place for the car. Very truly yours. (140)

STATE NICKNAMES AND FLOWERS

It is interesting to note the nicknames and state flowers of the different states in this country.

The rose is²⁰ the official flower of the State of New York, and her nickname is "The Empire State."

The goldenrod is the⁴⁰ official flower of the State of Nebraska, and her nickname is "Cornhusker State."

The violet is the official⁶⁰ flower of the State of Illinois, and her nickname is "The Sucker State."

The State of New Jersey has also⁸⁰ adopted the violet as her official flower, and her nickname is "The Garden State."

The State of Massachusetts¹⁰⁰ has the may flower for her official flower, and her nickname is "The Bay State."

The State of Mississippi¹²⁰ has adopted the magnolia as her state flower, and her nickname is "The Bayou State."

The State of Pennsylvania¹⁴⁰ has no state flower. Her nickname is "The Keystone State."

The magnolia is also the official flower¹⁶⁰

in the State of Louisiana. The State of Louisiana is called "The Pelican State."

The State of Georgia¹⁰⁰ is called "The Cracker State," and her official flower is the Cherokee rose.

The State of Minnesota is³⁰⁰ called "The Gopher State," and her state flower is the moccasin flower. (212)

Wise Words

Worry is interest paid on trouble before it becomes due.—*Dean Inge* (13)

Three may keep a secret, if two of them are dead.—*Franklin*. (10)

The first thing education teaches us is to walk alone.—*Trader Horn* (13)

Every noble work is at first impossible.—*Carlyle* (10)

When you get something for nothing, somebody gets nothing for something.—*Duryc* (14)

They can conquer who believe they can.—*I'irgil* (8)

The longer I live the more my mind dwells upon the beauty and the wonder of the world.—*John Burroughs* (18)

Those who command themselves, command others.—*Hazlitt* (9)

Give me love and work—these two only.—*William Morris* (9)

Never give a man up until he has failed at something he likes.—*Lewis Latves* (14)

Curious Clippings

"A noble joint!" exclaimed King Charles II of England in delight at the steaming roast awaiting him after the²⁰ day's hunt. "By St. George, it should have a title!" And drawing his sword he raised it above the gallant joint, crying with⁴⁰ mock dignity, "Loin, we dub thee Knight—henceforth be Sir-loin." So we read in "Odd facts about the food you eat and drink"⁸⁰ put out by a New York restaurant. (66)

. . .

The first Christmas card, "Odds Without End" tells us, made its appearance in 1846. In²⁰ 1862 it was about the size of an ordinary visiting card, without adornment. A few years⁴⁰ later, holly, robins, embossed figures and landscapes were included. Today the publication of Christmas cards⁸⁰ is a sizeable industry. (66)

. . .

No wonder the Rev. Paul Hardin, Jr. is reported in a dispatch from Concord, North Carolina,³⁰ as requesting that there be no music following his addresses. At the conclusion of a recent sermon⁴⁰ the male quartet

began singing "How Tedious and Tasteless," and after his baccalaureate sermon the high⁸⁰ school glee club sang, "Awake! Awake!" (66)

. . .

Just to prove its story the POST INTELLIGENCER, of Seattle, published the picture of the owl that has been²⁰ sitting solemnly through the Kings County Superior Court trials atop the Western Union clock. One day a⁴⁰ woman witness spoke so low that the owl flitted over to a perch near her, as though anxious not to miss a word! (60)

Actual Business Letters

From the Winning Sets in the last Gregg News Letter Contest

Submitted by Edith Rau, Laurys, Pennsylvania; Dulcie Angus, Tacoma, Washington; and Elouise Hite, Gary, Indiana

Mrs. Fanny O. Miller
976 Vernon Street
Battle Creek, Michigan

Dear Customer:

You²⁰ are one of our preferred customers. Your credit standing is beyond question.

You are entitled to first pick from⁴⁰ our large assortment of new styles for men, women, and children.

That is why we invite you to come in and see the⁸⁰ splendid styles we are offering.

Right now, our stocks are most complete. And our prices are indeed very reasonable.⁸⁰ The values we are offering are truly exceptional.

Come in and get your Holiday Outfit now. YOU¹⁰⁰ may have all the clothes you want, even if you have very little cash.

Sincerely yours, (115)

Miss Mary Smith
5673 Lawton Street
Seattle, Washington

Dear Miss Smith:

Next Saturday²⁰ morning at 11 o'clock from Pier 41 the President Jackson sets sail for the Orient.⁴⁰ This is the ship that will take our party across leaving here December 22. Mrs. Landes and I cordially⁸⁰ invite you and any of your friends to come to the ship about 9:30 Saturday morning and you will⁸⁰ have an opportunity to look over the vessel and see for yourself the kind of staterooms and type of¹⁰⁰ accommodations that are offered.

We have been able to borrow a very fine set of films in six reels involving¹²⁰ a trip around the world. We will show these next Friday evening at 8:15 at the Wilsonian. We shall¹⁴⁰ be delighted to see you on both occasions.

Cordially yours, (151)

Mr. O. D. Hite
704 Gary State Bank Building
Gary, Indiana

Dear Friend:

I am taking³⁰ this opportunity of writing

you a personal word of appreciation for the good work you have¹⁰ accomplished for our organization during the past year, and to say that this service is thoroughly appreciated¹⁰ not only by myself but by all other officers. I trust that it has been equally gratifying⁹⁰ to you.

I extend my very best wishes to you for a Merry Christmas, and a Happy New Year filled with¹⁰⁰ all of the satisfaction and success you may desire.

Looking forward with confidence to steadily improving¹²⁰ conditions, and for a bigger and better year in all departments of our business, I remain

Sincerely¹⁴⁰ and fraternally yours, (144)

O. G. A. Contest Copy

We have read many stories of the wise old crow. The crow builds his nest high on a branch of the tree where he can see²⁰ far off. It is this survey that helps him so alertly to plan his campaign and match his wits with the farmer who⁴⁰ has planted his field, and to gather the little seeds before they can begin to sprout.

How many of us climb to⁶⁰ the "tower-room" of our thoughts and when we reach the top survey the landscape of ideas around us? This will help⁸⁰ us to see things in their right proportion—take an inventory of what we have done, and enable us to see¹⁰⁰ what remains to do. Coming down, we can then tackle the job, knowing that our efforts will not be in vain. (119)

The Itinerant Cobbler

(Key to November "Talent Teaser")

During the early days of the American Colonies, the traveling cobbler (shoemaker) could be seen going²⁰ from house to house, over many miles, repairing the old shoes, or making new ones.

Sometimes, he would remain for⁴⁰ several weeks in a home, receiving free board and lodging while he worked on the family's shoes.

He carried with⁶⁰ him his kit of tools and different kinds of leather. The men usually wore heavy cowhide boots; these were well⁸⁰ greased with mutton tallow, to keep out the rain, as there were no rubbers in those days. The women and children had gay¹⁰⁰ colored shoes, sometimes blue, or red, and tied with gorgeous silk tassels to match.

There being no newspapers at that time,¹²⁰ the cobbler was a welcome guest in the homes, as he would gather and dispense the news as he passed from one village¹⁴⁰ to another. (143)

The Dumb-bell

He knew he was dumb before he knew anything else. His parents told him. When he started to school his playmates told²⁰ him.

When he began to earn his living his fellow-employees told him. So he was sure of it.

He found it so⁴⁰ hard to learn the abc's that he learned them forth and back. He learned the order of the letters; that "h" was the eighth⁶⁰ and "o" the fifteenth. He did not know the *multiplication* table until his classmates were in fractions. It was⁸⁰ so hard for him to learn things that he knew he could never afford to forget them because he would not have time to¹⁰⁰ retrace his steps.

When he wrote a letter it was such an effort that he had to make every word count. He had no¹²⁰ time to say a thing twice. When he made a compilation it had to be right the first time, because he could not go¹⁴⁰ over his work again. When he was sent for information, he had to get it all, and get it correctly, because¹⁶⁰ it took him so long to complete his errand. When he was asked a question he had to answer with what he knew¹⁸⁰ because he was not smart enough to bluff.

He was so dumb that he never ceased to be grateful when his firm gave him²⁰⁰ an advance. He could not figure out why men who were brighter, he thought, gradually came under his direction.²²⁰

He never saw why, when his firm got into financial trouble the banks insisted that he be made receiver.²⁴⁰ When he worked the business back to solvency he could not explain why the stockholders made him president.

He was²⁶⁰ so hopelessly and eternally dumb that he was always looking for a better man to take over his²⁸⁰ responsibilities. When his town, to a man, proclaimed him their chief leader, he could not see why a score of other³⁰⁰ men were not better suited for the position. (309)

(Adapted from "The Lamp" for reading on completion of the First Eight Chapters of the Manual)

The History of Annuities

From "What Everybody Wants to Know About Annuities"

By G. W. Fitch

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In the early days of recorded history, when the first crude beginnings of insurance are encountered,²⁰ annuity, life, and marine insurance are met at about the same time. Their starting-point is found among trading⁴⁰ peoples who risked life, income, and property in a search for merchandise which took them on distant and hazardous⁶⁰ trips by both land and sea.

As the annuity has a common origin with life insurance and is only⁸⁰ one of the various forms of insurance involving a life contingency, its rise and development will¹⁰⁰ be

treated as an integral part of the rise and development of life insurance.

The beginning of life¹²⁰ insurance dates back to very early times. Even among some ancient peoples there was often found a desire¹¹⁰ for some form of such protection. It usually expressed itself in some communal organization which¹⁰⁰ provided food, clothing, and shelter for its sick, bereaved, and aged members. Contributions toward the general¹⁸⁰ fund were usually made in goods, and the aid granted was in kind. Mentions of transactions of this nature are²⁰⁰ found in the records of several ancient peoples.

Among the Romans were societies of a somewhat²²⁰ religious nature known as the *Collegia* which also collected dues from their members, and from this fund provided²⁴⁰ a funeral benefit. The Roman soldiers were required to contribute one-half of the cash loot assigned after²⁰⁰ each important victory, and these sums were returned on retirement or paid to their relatives at death. This²⁸⁰ had a crude resemblance to the life and endowment insurance of the present day.

The annuity was the³⁰⁰ first monetary scheme involving any kind of life contingency. For a long time it was the only life³²⁰ contract that was paid in cash. It was usually a mutual arrangement between individuals or³⁴⁰ groups of individuals whereby in return for a sum paid by one party the other promised to provide³⁶⁰ an annual income for life or for a term of years. It was not until the sixteenth century that definite³⁸⁰ contracts for the payment of money after death became established. (392)

Funny Stories

The Night Before Christmas

Traveler: Did you find a roll containing \$50 under my pillow?

Pullman Porter: Yes, suh; thank you, suh. (20)

He Had One

"Did you ever see a \$30 bill?"

"No."

"Well, here's one from my dentist." (14)

Witty Willie

She: I wonder why children so readily accept the story that Santa Claus comes from the Far North?

He: Probably²⁰ because they first learn of him in lap land. (28)

Couldn't Beat Fritz!

Uncle: Well, how are you getting on at school, boys?

Willie: I am first in writing.

Fred: I am first in arithmetic.²⁰

Uncle: Fine, now what are you first in, Fritz?

Fritz: I am first in the street when it is time to go home. (38)

Mister Bones

Teacher: Junior, give me the definition of a skeleton.

Junior: A skeleton is a man with his insides²⁰ out and his outsides off. (25)

Caught Her Napping

Junior: Have you read "Finis"?

Miss Kelly: No. What is it?

Junior: Oh, it's the last word in books. (16)

Hear! Hear!

Bellhop (after guest has rung ten minutes): Did you ring, sir?

Guest: No, I was tolling—I thought you were dead! (18)

Exactly

Teacher: As we step out of doors on a cold winter morning what do we see on every hand?

Boy: Gloves. (19)

• • •

Some Famous Bridges

COMPARATIVE DIMENSIONS OF THE WORLD'S LARGEST BRIDGES

Bridge	Length of Main Structure	Height of Towers Above Water
	feet	feet
San Francisco-Oakland Bay Bridge*	22,720	505
The Golden Gate Bridge*	8,940	746
Firth of Forth Bridge	8,300	360
George Washington Bridge	5,800	595
Ambassador Bridge	3,640	378
Delaware Bridge	3,536	375
Brooklyn Bridge	3,470	273
Carquinez Bridge	4,482	303
Queensboro Bridge	3,725	325
Quebec Bridge	3,240	344
Sydney Harbor Bridge	1,850	430
Kill Van Kull Bridge	1,552	327

*Under construction.

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Typist help you select
Your Christmas Gift**

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MANY Gregg schools are now using Webster's Micrometric Carbon Paper in their business offices and in their classrooms. They know the scale (actually part of each sheet of carbon paper) has these four advantages:

- 1 Business Training**—Unless students have a thorough knowledge of the best, most up-to-date equipment they are likely to be handicapped later in business.
- 2 Neater Typing**—It is easier to translate notes neatly to letters, and reports with uniform margins, if the Micrometric scale is used.
- 3 Learning Speed**—One pull by the white scale and you have removed Micrometric Carbon Paper. This is a short cut worth learning.
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Now you can own the finest portable typewriter ever made! A new model No. 7 Remington Noiseless Portable is yours at remarkably low terms, less liberal teacher discount. This machine can only be compared with office machines costing twice the price. Brand new in construction... type bar flight is cut in half. Has

every feature of large noiseless machines... actually gives the "feel" of a standard office machine... yet it can easily be carried anywhere.

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For your own personal machine, you should be content with nothing less than the best portable made. The new Remington No. 7 with its radically new construction is years ahead of any other machine in its field.

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Growth That Followed Results

In 1914 shorthand was taught in the high schools of only 1837 towns and cities in the United States. On January 1, 1934, this number had been increased to 8362 public school systems or units, or to more than 9000 individual public, junior and senior high schools.

The following table shows the gradual shift from the older systems to Gregg Shorthand since 1914.

<i>Date</i>	<i>Total Cities</i>	<i>Gregg</i>	<i>All Other Systems</i>	<i>Percentage Teaching Gregg</i>
1914.....	1,837	986	851	53.00%
1915.....	2,113	1,250	863	59.00%
1916.....	2,414	1,559	855	64.00%
1917.....	2,692	1,899	793	70.00%
1918.....	2,899	2,171	728	75.00%
1919.....	3,321	2,652	669	80.00%
1920.....	3,677	3,053	624	83.00%
1921.....	4,101	3,593	508	87.62%
1922.....	4,329	3,901	428	90.11%
1923.....	4,656	4,243	413	91.13%
1924.....	5,009	4,633	376	92.49%
1925.....	5,307	4,965	342	93.55%
1926.....	5,574	5,292	282	94.94%
1927.....	5,928	5,706	222	96.25%
1928.....	6,287	6,109	178	97.17%
1929.....	6,687	6,519	168	97.49%
1930.....	7,124	7,006	118	98.36%
1931.....	7,454	7,353	101	98.63%
1932.....	7,738	7,657	81	98.94%
1933.....	8,089	8,015	74	99.07%
1934.....	8,362	8,294	68	99.19%

Eleven systems—most of them local systems, written by local authors or published by local firms—are represented in the 68 school communities that have not yet adopted Gregg Shorthand.

The following table shows the relative standing of the shorthand systems represented in our public schools.

<i>Shorthand System</i>	<i>Number Cities and Towns or Public School Systems</i>	<i>Percentage</i>
Gregg	8,294	99.19%
Isaac Pitman	22	.26%
Benn Pitman	15	.18%
Munson	5	.06%
Eleven other systems	26	.31%
	8,362	100.00%

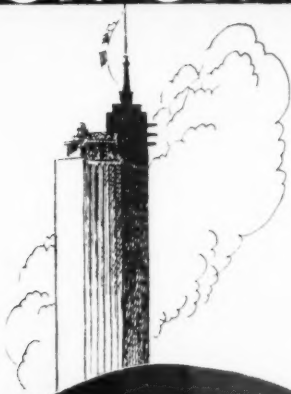
In the entire field of Education there are few, if any, parallels to the success or achievement of Gregg Shorthand. No other idea in the commercial education field or in the field of general education has ever been endorsed by such a large percentage of schools and teachers.

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INTERNATIONAL SCHOOL TYPING CONTEST
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Marie Thiem

1934 CHAMPION

INTERNATIONAL COMMERCIAL SCHOOLS CONTEST

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1934

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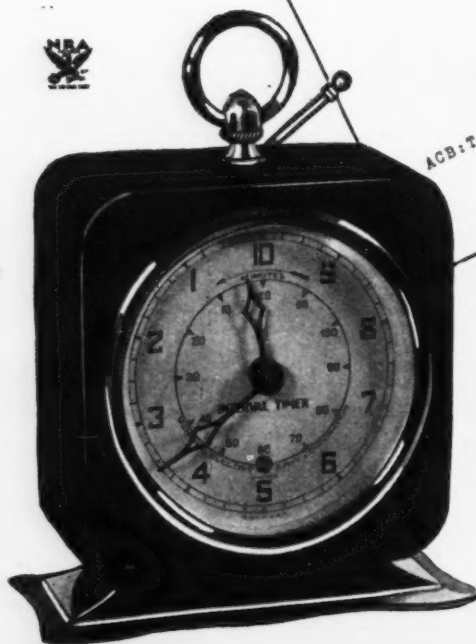
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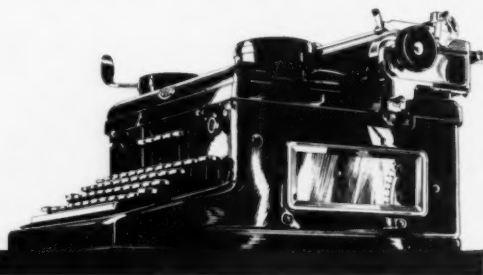


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